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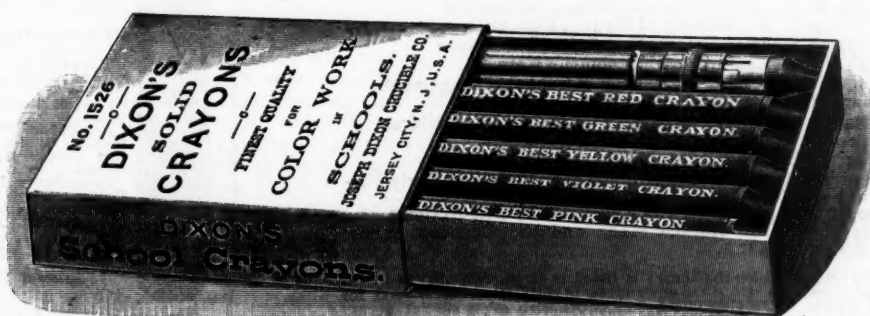
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A Weekly Journal of Education.

Vol. LXIII.

For the Week Ending July 20

No. 3

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The Moral Factor in Education.*

By PRES. WILLIAM H. P. FAUNCE, of Brown University.

Over every true school might well be inscribed the sentence which we find in Genesis: "Let us make man." That great purpose, anterior to creation, lies behind all the work of the teacher. Teaching is a species of creation.

But the fact is that for the past few centuries we have tried in our schools to produce minds rather than men. We have given our whole strength to mentality, often ignoring the physical basis on the one side, and the entire gamut of desire and volition on the other. Modern psychology makes the will central in human nature. To possess a will active, and active on the side of righteousness, is more than to carry in one's head all tongues ancient and modern, or to be familiar with all the sciences of the world.

Plato and Aristotle shall rise up in the judgment with the men of this generation and shall condemn it; for they aimed everywhere at the production of moral human beings, and we have aimed at making learning and remembering machines. We begin to perceive that the end of education is volition—as Kant said, the only good thing in the universe is a good will.

The first requisite is character in the teacher. No formal instruction in moral duties can ever have one-thousandth part of the influence which steadily flows from a teacher by nature magnanimous and steadfast. And as we all look back in life, we see that the best our teachers did for us was to incarnate before our eyes the simple, homely virtues which are the warp and woof of noble living.

Just because the human personality is a growth and not a manufactured article, this indirect approach to its moral life is far more valuable than any didactic pressure. In carving a granite column which lies cold and passive under the chisel, we need the direct blow on blow which shall shatter the surface into the desired shape. But in training a vine or blossoming shrub, nothing is gained by pulling the branches or untwisting the tendrils, or forcing open the buds. We must approach the plant life by moistening the roots, by bathing the leaves in light, by nourishing the soil, and then letting nature do the rest.

To recur again to our masters, the Greeks, they had no ten commandments to teach to their pupils, their religious sanctions were feeble compared with ours, and they could not enforce duty by any clear vision of a life to come. Yet their education was so serious and noble, so essentially bound up with moral action, that at the age of seventeen or eighteen when a young man received the soldier's spear and shield in the presence of the magistrates he took the memorable oath of the Ephebi:

"I will not dishonor my sacred arms; I will not desert my fellow soldier by whose side I shall be set; I will do battle for my religion and my country, whether aided or unaided. I will leave my country not less, but greater and more powerful than she is when committed to me; I will reverently obey the citizens who shall act as judges; I will obey the ordinances which have been established by the national will; and whosoever would destroy those ordinances, I will not suffer him, and I

will do battle for them, whether aided or unaided; and I will honor the temple where my fathers worshipped; of these things the gods are my witnesses."

Can the average American youth take that oath and keep it? And if he cannot, is it not irrelevant if not impertinent for him to offer as a substitute a certain amount of Greek, Latin, and mathematics?

When pursued in legitimate ways, modern athletic contests not only develop the physical powers, as do gymnastics, but they develop certain moral qualities which exclusive attention to mental development has led us to ignore. The spirit of fairness in competition developed in sport may be easily transferred to the industrial arena. The willingness to face heavy odds on the gridiron may be carried into the field of battle. The spirit of generosity to a defeated opponent and of faith in a defeated friend is the very instinct of chivalry, and without it life will become like nature "red in tooth and claw."

Some teachers who readily admit the moral effect of administration and of student sport have never yet fully recognized the power of moral methods in the class-room. It was said of Gibbon, perhaps unjustly, that he wrote in a style in which it was impossible to tell the truth. Anyone who compares Macaulay's glittering sentences with his style in correspondence or conversation will see how far he was willing to sacrifice truth to epigram. The influence of the scientific spirit on literary and especially on oratorical style has been profound. The orations of Webster are too ponderous for our day; and the delight of Everett in mere rhetorical splendor is wearisome to a generation which is eager for the fact and distrustful of verbal drapery. College writing ought to feel the changed temper of our time and cultivate the virtues of simplicity, directness, and truth.

As flowers come before botany, and stars before astronomy, moral living comes before moral philosophy. Yet inevitably the student will come to ask as to the reason of righteousness and will need direct ethical teaching. The theory of ethics is still in debate among philosophers, but the *praxis*, the actual life according to practical reason, is something which may be taught by Christian, Jew, or agnostic, and may be taught in the same way by all of them. There can be no valid objection to the use of brief treatises on moral conduct which shall formulate principles and enforce them by the actual consequences of conduct as seen in society and history. That righteousness tendeth to life, and that the wages of sin is death, is not, and never can be, sectarian instruction. It is simply a statement of moral gravitation as universal, as pitiless, and quite as important for us to appreciate as the law of physical gravitation. A text-book on this subject must describe the virtues which are essential to human beings dwelling together, must show them in the great characters of history, and re-enforce them by their results in the social organism.

THE SCHOOL JOURNAL is published fifty times a year, allowing two weeks' vacation for the editorial department. During the weeks ending August 3, and August 10, no numbers will be issued. Next week THE SCHOOL JOURNAL will contain a review and notes of the N. E. A. Convention at Detroit.

* Address before the Department of Higher Education, N. E. A., July 12.

Is the Curriculum Overcrowded?*

By SUPT. JAMES C. VAN SICKLE, Baltimore, Md.

In spite of the varying opinions of teachers and others upon the scope of the curriculum, upon the relative importance of interest and duty, methodical drill and incidental use, thoroughness and superficiality, there is a striking similarity, in published courses of study. We find practically the same subjects in all of them. There is no duly constituted authority to regulate this matter, as in some other countries. Each school district and each city may do as it chooses, yet all choose alike. It must be that they do so in response to a well defined demand of some sort, and the demand must be general since the response is general.

The curriculum of two decades ago will not now satisfy the public. The studies then called special, and not by any means generally taught, as music, drawing, gymnastics, manual training, and elementary science, have ceased to be special and have become universal. They have become interwoven with the general fabric of school work, and are to a large extent taught by the regular teacher.

Is the curriculum overcrowded? The answer which anyone makes to this question will depend upon his conception of what the school is for, and how its curriculum is to be interpreted. If every child is to master everything mentioned in the course, if he is to "eat straight thru the bill of fare," then school life is all too brief for its accomplishment. Just as in dining, if we would be comfortable we must select something that we can eat and digest, so in study it is futile to attempt to remember everything that contributes to mental growth and health.

In New Jersey, in 1826, it would seem that a far different idea prevailed. Looking over some accumulated family treasures recently, I saw the original certificate of which a copy is here given. It is a testimonial seventy-five years old, the paper yellow with age, but the writing still legible. As a souvenir of old time ideas, it is interesting:

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"Elizabeth Crane has been engaged during her attendance at this school in storing her memory, that strong and capacious storehouse of mankind, with useful ideas,—lessons and information generally.

"Pursuant to this end she has deposited in her memory for future use the multiplication and other arithmetical tables.

"She has repeated the principal divisions,—oceans, islands, etc., and answered one hundred and nine questions on the map of the world.

"She has recited the principal divisions,—lakes, rivers, bays, gulfs, etc., and answered forty-one questions on the map of North America. She has defined the boundaries of twelve of the United States, and repeated ninety-five of the chief towns and thirty-three of the principal rivers, belonging to those twelve states, and answered eighty-six questions corresponding to the geography of that fine country.

"On the map of South America she has committed to memory the different countries belonging to that great peninsula, and repeated fifty-eight chief towns and thirty-three of the principal rivers, and answered thirty-nine questions corresponding with its geography.

"Let no one say hereafter that females cannot learn, for that is an assertion without foundation.

"Elizabeth is a living proof to the contrary, and she merits the approbation and encouragement of her parents and friends.

Signed. P. WARDEN.

Morristown, New Jersey, March 8th, 1826."

Elizabeth Crane's curriculum evidently included geography and arithmetic, and certainly reading. This is no long array of subjects, yet I submit that Elizabeth's curriculum was crowded with too many tables and boundaries, peninsulas, and capes. We are comforted, however, by the thought that Elizabeth demonstrated a fact of value to her sex in the discovery that "females can learn."

*Paper read before the N. E. A.

The old idea that memory is the only faculty to be trained: that the mind is to be stored with facts solely for future use and without reference to present significance to the child, has not yet wholly disappeared. A good deal of present criticism of the curriculum is based upon the memory idea. But the accumulated wealth of civilization has become too great for the memory alone. The children are heirs to a very large estate. We can show them the entrance, and for a little while we can serve as guides, but the main thing is to inspire them with a desire to continue its exploration and give them power to use its resources.

One of the recent utterances upon this subject is as follows: "I am fully convinced that the most urgent need of our public school system to-day is more thorough work in elementary subjects, such as language, arithmetic, history, and geography. The truth must be faced," says the writer, "that these subjects are neglected in the everlasting, never-ceasing, pushing of a child into the higher grades. . . . The craze for enriched curriculums is indulged in at the expense of essential drill in the so-called common branches.

There is, no doubt, much truth in the statement that faulty syntax, bad spelling, inaccurate work in arithmetic abound. It has always been thus. School children have always made mistakes and they always will. Education is a life work, and we hope, also, a work for the life to come. Even in 1826, the memory, "that capacious storehouse of mankind," had its limits. Elizabeth Crane, it will be observed, "defined the boundaries of twelve of the United States." There were at that time twenty-four in all; therefore, in boundaries, we shall mark Elizabeth but fifty per cent. We are unable to determine P. Warden's standard in the matter of tables and rivers, cities, lakes, bays and gulfs, peninsulas and capes, as it is not quite certain how many had been discovered and explored at that time. But I think we may be satisfied that Elizabeth's attainments in these other highly important items were at least commendable. It is safe to assume that every bay and peninsula of any respectability engaged the attention of this industrious New Jersey maiden.

In these days we have found it sufficient to know where to find some of these important items of information. Memory is only a good beast of burden. What we want is strength of mind and character, good judgment, power to do and disposition to do. The good school will train its pupils to remember, because, without your facts, you cannot carry on your train of thought. You must have your facts, but the great work is to train to use facts in effective thinking and expression. The school of to-day does not seek so much to get set answers to questions as to get questions asked. It aims to secure vigorous, interested effort: to make the mind strong rather than full. To that end it places before teacher and pupil a curriculum which is quite extensive, since varied needs must be met. The school must do much more for some children than for others, because the home does less. The school must furnish the fund of useful information which the home fails to give. It must restrain selfishness and develop self-control. It must erect barriers against unwholesome influences. It must do these things or they will remain undone. In many instances the school has to stand for so many of these things that the sum of education which these children receive is much less than that possessed by the normal child of the same age or grade who comes from a good home.

Within certain limits the teacher decides what typical portions of the work outlined are most needed by the pupils under her care. No one else can tell so well. Individuality must be known as well as present attainment in the particular work. The curriculum is a guide to the selection and sequence of material, rather than a prescribed amount to be done. No matter what mechanical devices we may employ, as schemes of classification and promotion, and short intervals between classes, as in the present highly developed graded system, our pupils pass along, some faster, some slower, but no two getting exactly

the same benefit. Each takes what he is capable of assimilating, and no more, and he cannot take it before he is at the proper stage of mental growth. By trying to get him to do so we waste time that might be more profitably spent. It is right here that the crowding occurs.

The trouble is, not that the newer studies have been added, but that some of the older ones have not sufficiently given way. We have been pruning away at arithmetic for the last ten years and have dropped out some of its useless applications, but we still devote too much time to it in the early years, and accomplish in the eight years what might be easily done in the last four. This is partly the fault of the makers of the course of study, and partly the fault of the compulsion practiced by public opinion which still regards a knowledge of arithmetic as a necessary preparation for earning a livelihood, and therefore insists upon our teaching long division to infants and cube root to those who will never use it. Arithmetic is of value chiefly for its logical elements. Training for mere facility is a waste of time. There is no advantage in the limited facility acquired in school. The small Italian fruit vender, thru street practice alone, can do much better than our well drilled school boy. He gains his facility in purposeful practice in a very short time. Our grammar grade boys cannot work with the rapidity and accuracy required in a bank. You cannot. I cannot. But once actually have it to do and how quickly the mechanical skill is acquired.

I would say, then, that the curriculum is overcrowded by whatever it contains that lacks wholly the element of present use to the child. The time to learn the table of linear measure is when it is needed in constructive work of present value from the child's standpoint. Then he remembers it without endless drill. There is no virtue certainly in needless drill. The time can be far better occupied.

We read that in 1826 Elizabeth Crane "deposited in her memory for future use the multiplication and other arithmetical tables." There is much of this work going on to-day, not only in arithmetic, but in other subjects, and just to the extent that such purposeless work is done, or work with a purpose so far in the future as to be out of touch with the child's life, just to that extent is the curriculum overcrowded.

The demand for thoroughness in elementary subjects is reasonable and ought to be heeded, but the demand must be interpreted with due regard to the maturity of the student. The graduate student in the university devotes his attention to a very few things, sometimes to a single branch of one subject. Here thoroughness is a reasonable expectation. But, in the lower primary grades of the public schools, we shall not secure thoroughness by limiting the child to a narrow curriculum, nor in any other way, and simply because his brain has not arrived at that state that makes thoroughness possible. Thoroughness in the child's early school years is a *physical* impossibility. His interests are varied, but not deep; therefore, in the early years the curriculum may properly be quite comprehensive as to topics. As we go up in the grades, however, and have minds more and more mature to deal with, there is a constant approach to thoroughness accompanied by a narrowing of the curriculum. The child in the upper grammar grades studies fewer subjects than the child in the grades below, but he goes deeper. In the high school he is restricted to three or four subjects, but he has by this time gained sufficient power of concentration to be able to hold himself to the work. Later, when he has reached the university, his brain has become so good a physical instrument that his work can be narrowed still further. He is then prepared to select some one thing for a life work.

The curriculum, from the kindergarten to the university, may be compared to a pyramid with the kindergarten at the base and the graduate school of the university at the apex. From the base upward there is a gradual narrowing in subject matter with increase of thoroughness till the apex is reached, at which point only

can absolute thoroughness be expected. A curriculum thus arranged may seem crowded; but, if so, the fault lies with those who administer it.

Because children, tho classed together, come to the school with such varying amounts of general information; because they represent such extremes in their mental furniture, a closely prescriptive curriculum, just extensive enough for classes in one portion of a city, might be quite unsuited to classes of the same grade in another portion of the same city. There must be as many courses of study as there are essential differences in population, or else there must be one course extensive enough to meet varying needs. The tendency has been toward the second of these plans. Selection of material must be based, not only upon a full knowledge of present attainment of the class to be taught, but also upon facilities at hand for teaching one topic rather than another.

This selective work presupposes a skilful teacher, but often the novice or the unskilful teacher is our only resource. This will continue to be so until our teaching force is recruited from the ranks of pupils now in schools receiving instruction from skilled teachers, for, in spite of training schools, we teach as we have been taught. The evolution of the teacher is a slow process.

We shall not hasten it by narrowing the curriculum, or making it more prescriptive. The teaching force will increase in efficiency only as responsibility is imposed and accepted. The true kindergarten is the effective educational instrument that we find it to-day because of the thought put into the program daily by the teacher. The work is planned daily to meet the demand of the season and of the class. So it must be in the school, if satisfactory results are to be expected. The curriculum must afford ample material. The teacher must make appropriate selection.

The attempt to impose a uniform scholastic standard of promotion from grade to grade is responsible for much of the current feeling about the curriculum. Some children get less than other children from the same studies. Some people get less out of life than other people do, yet all are equally entitled to live the life and to make it as full as individual capacity permits. The standard for promotion must not be rigid. Each child must go thru the school taking given subjects at the time when they are suited to his age and brain development and therefore in harmony with his interests. He must not, if very old for the grade, be required to wait till he has attained a high degree of success in every part of the work just preceding. If we hold such a child back, we very greatly diminish his prospects for an education and he probably drops out of school altogether. A teacher who insists upon the same attainments for all pupils in a class, irrespective of the home environment, causes an innocent and unoffending curriculum to seem much crowded, and he should have his attention called to the fact.

In our high schools the time has long since passed when pupils, without regard to their powers and purposes, are held to a single course of study. Two plans are quite common. One offers choice of courses; the other choice of subjects. The one allows substitutions; the other establishes constants. The two plans, therefore, are very much alike. They differ in this particular: one tolerates selection of studies; the other makes selection of studies the rule. In neither case can the charge that the curriculum is overcrowded hold, where, as is often the case, graduation requirements are stated in units of work instead of in years spent in school; since, under such a plan, the student can regulate the number of studies that he will carry at any one time by his mental and physical power. There is no good reason why all pupils, without regard to ability or health, should spend just exactly four years in completing a high school course. Some may need more time, some less. Each should find it worth while to put forth his best efforts, yet no one should be obliged to take more

studies than he can pursue with success.

By way of summary, it may be said that the curriculum is what it is by reason of public demand; a curriculum is not necessarily crowded because it contains many subjects; the old narrow curriculum was overcrowded with things not worth remembering; skilful teaching renders the old and the new mutually helpful, each serving the other; the curriculum is none too broad to meet varying needs; therefore, rightly interested and used, it is not overcrowded.

Handwork:

How Early May It Be Made a Part of School Work?*

By PROF. C. R. RICHARDS, Director Manual Training Department Teachers' College.

If there can be any question as to the place of handwork in the school, it seems that it must be as to its extension upward, but surely not as to how early it should begin, when we look at the natural child and see what an enormously important influence handwork plays in his mental development.

The problem of the elementary school to-day is to make the life of the school more real, more an epitome of the kind of thinking, feeling, and doing that obtains in real life; more a reflection of the actual life outside of the school walls. If this be so, then all the natural elements of that life must be represented in the activities of the school. To attempt to reproduce real life for boys and girls of the primary school without the element of handwork would be like the play of Hamlet with Hamlet left out; it would be like the attempt to teach a boy to swim without letting him go into the water.

But handwork will not be a life element in the school unless it is used in a natural way. It will do comparatively little to make the school life more real, if it is conceived of as mere manipulation and used as a mere drill. Handwork, whether drawing, painting, modeling, or construction, as a natural feature in school work can never be a thing in itself. It is a part of a whole. Its different forms are simply means of putting thought and feeling into form and action. More than that, if the handwork is to be wholly worth while the thought and feeling back of it must be genuine and worth while.

As the expression of natural motive and real thinking, on the part of the worker, handwork represents, with the pupil of the elementary school, one of the most natural and intense forms of living. Work of this character evidently cannot be a matter of blind copying of something placed before the pupil. If it is to be in any sense true self-expression, it must deal with undertakings, on the one hand, that represent real interests to the particular workers involved, and, on the other, it must be prosecuted in such a way that the worker's own thought enters in some part into the result.

To bring the element of self-expression into handwork does not mean that we are to turn the pupil loose to exercise whim and fancy unrestrained. In handwork, no more than in any other form of school work should the pupil be free from suggestion and guidance by the teacher. And, on the other hand, self-expression does not mean that the pupil is expected to develop the entire plan and design for each thing done. This would be too much to expect from the unformed standards of judgment of young children, and could only result in crude projects and unsatisfactory work. But recognition of this element may mean that the general plan to attain an end will be developed from the pupils. When we take up the problem of handwork in this spirit, we are going to recognize that a nice sequence of difficulties in the work may be of less importance than the question of motive or the significance of a project to the real interests of the particular moment.

Such natural expression thru handwork cannot take the form of set courses. It must be a matter of adaptation and relation to the life of each particular school. Both the in-school and out-of-school interests of the particular children dealt with must form the basis for such work. This means infinite variety and flexibility. Handwork of such a kind will take as many forms as there are classes to be taught and teachers to teach them.

Where the imaginative and personal quality is predominant, as in the story form, painting, drawing, and clay work have their special value; where material facts and conditions of life are dealt with, as in the study of primitive life and the beginnings of history, opportunities are found in the reproduction of typical forms of shelter, implements, and inventions; where the relations of human life to the physical environment is the theme, as in nature study and geography, abundant opportunities for the study of occupations is possible both thru pictorial and constructive representation and the practice of typical operations.

With the young child, the tendency to reproduce the actual or the imaged environment assumes different forms at different stages of growth. Two phases seem to be always present but in varying degree. With the very young child this instinctive tendency is largely satisfied with mere representation, either pictorial or constructive; but as the experience enlarges and the powers of perception develop, the interest in and the desire for reality increases, only to be satisfied by the achievement of things of practical service and use. Such representation on the part of pupils of the primary grades may sometimes seem too crude and fanciful to have a disciplinary value, but we should remember that such concrete suggestions serve as necessary centers for the play of the childish imagination and that thru them life finds real expression and fulfilment. It would, of course, be most unnatural to expect great perfection in the natural expressions of seven and eight-year old pupils. Truth of expression is the important thing, and great accuracy of result is not truth of expression with the pupil of the early grades.

It is on this side of representation that drawing, painting and clay modeling have their natural opportunities. Representation thru these media may be either a record of fact, as the picture of a flower, tree, or animal form, or it may be an expression of an imaginative picture brought up by the reading of story or history. Constructive representation, which approaches nearest to reality, has also an important place here, and constructions ranging from a simple miniature house in paper to elaborate scenes with numerous details illustrating some phase of life or industry all suggest the varied possibilities in this field. This last type of work, in which the whole or part of a class unite upon a common project, represents an important possibility in this direction. The value of such work is two-fold—on the one hand, it introduces the healthiest and most practical kind of co-operation into the school, and, on the other, it allows of larger and more important undertakings than are possible in individual projects.

In these first years, this phase of constructive representation goes far towards satisfying the pupil's instinct for concrete expression, and indeed persists as a natural form of expression for a long time, but from the first interest in and demand for reality are increasing, and, as the pupil grows older, the things made must approach nearer and nearer to the actual fact. The making of paper furniture for a small house means much to the pupil of the first grade, but is no longer satisfying to the boy of the fourth grade.

Representation thru construction continues to have its place, however, in the upper grades of the school, but its possibilities become more and more limited to things that possess large meaning, and imaginative significance, such as the log or block house of the early settlers in connection with the study of colonial history.

* Part of paper read before the Department of Manual Training, N. E. A., July 11.

or a model of a classic temple at the time of the study of Greek history.

All thru such work the important point to be scrutinized is whether the particular project is worth while to the young worker. Is it something adequate and satisfying to his desire for concrete expression? Is it a thing that enlists true motive in its fulfilment? As the power of visual imagination increases concrete expression plays a less and less necessary part, and its value is confined more and more to special interests. Constructive representation remains natural only as long as it serves to express a significant fact more satisfactorily than other media. When this ceases to be the case other channels of expression become more natural and more worth the attention of the school.

But the school interests as represented by the curriculum of to-day are not all. Handwork expression touches all the interests of young life, and the out-of-school interest should find a place in any generous scheme of such work. The school interests, to an extent, deal with general ideas, but the out-of-school interests mean the personal and the immediate. And here there should be infinite variety. If we are to deal at all with these out-of-school interests and not delude ourselves as to the question of motive in the work, we must find what are the true interests of the particular children we are dealing with. No single scheme of work can apply to all conditions. There must be some kinds of work for the city and others for the country, some for the school in the tenement districts and some for those in the precincts of the wealthy, some kinds for the towns of the sea coast and others for those of the interior.

Another quality that demands consideration in this work is the need of variety in our materials and processes. If we consider all our work but as the expression of some real interest of the worker, this matter will take care of itself, for we shall soon see, if we study the range of a child's interests, that they cannot be confined within the possibility of any one material or one process, but they touch the whole field of his surroundings. Construction in paper and cardboard is extremely practical and valuable, but work in this medium is only of one kind. Accuracy, symmetry, and regularity are its characteristics, but freedom of expression is wanting. Other kinds of work that represent other elements, such as freedom, grace, and flexibility, are as valuable and should be a part of the handwork experience. Such elements are found first of all in clay modeling and then in raffia and basketry, simple weaving, sewing, and in bent iron work.

Reference has thus far been made solely to the relation of handwork to the nature of the child, but there is another side that the school has to consider, viz., its relation to social life. On the side of the pupil, handwork is a medium of expression in terms of form, color, and material; in its relation to social life, it is essentially a means of interpreting art and industry. In the lower grades, or for that matter in any place in the school, the differentiation of either art or industry cannot be carried very far. Only the fundamental activities that concern the very structure of social life can be studied and these only in their elements. The essential problem in this direction is to trace the evolution of food, clothing, and shelter from their simplest beginnings to some understanding of their meaning in relation to the civilization of to-day.

The problems of practicability and expense are, of course, vastly important ones in regard to this work. All work entails practical difficulties of one kind or another in the handling of material and in the operation in the regular classroom. And yet the difficulties involved are only material ones—the child stands ready and eager to seize upon these activities and reap incalculable benefit from them when the way is opened.

The real problem indeed at the bottom of this whole question is presented by the grade teacher, for all con-

siderations, economic and pedagogic, emphasize the necessity that whatever of handwork is done in the primary school must be done by the regular teacher. Herein is at once both the difficulty and the hope of the situation! The difficulty lies in the fact that the grade teacher has commonly not had any special training in handwork, and, even when convinced of its value, is apt to regard the whole proposition with diffidence and even dismay. It will be only when the regular teacher comes to use handwork expression in the same way that she now uses speech and writing that handwork will reach its full possibilities in the primary school or in any other stage of school work.



The Library and the School as Co-ordinate Forces in Education.*

By LIVINGSTONE MCCARTNEY, Superintendent of Schools, Hopkinsville, Kentucky.

We have to consider a two-fold question: How can the library be made most serviceable to the child in the daily performance of his work in the school; and, how can the school life of the child be to ordered as to give him the greatest possible command of the contents of good books in his subsequent career? This double question lays open before us the whole subject of the co-operation of school and library in the training of the child.

The library, then, is to serve as an assistant to the school in educating the child. To serve this purpose properly it must contain many hundreds of books that have been chosen because of their direct connection with the subjects upon which the child is working. One who selects these books must have a knowledge not only of books, but of children, and of the aims and methods of school education. It is to be doubted whether even the best librarians are capable of making the selection wisely. Their view is too largely one of the books supplemented by a more or less definite knowledge of child nature, and with but little, if any study of present day educational methods as pursued in the best schools. What they know of the school life of to-day is derived from books and from conversation, instead of being the result of personal experience.

Nor can the teachers do much better than the librarians. The trained and experienced teacher no doubt understands child-life and child-likeness better than the librarian does; but she is inferior to the librarian in a knowledge of what literature offers to the child, and her estimate of the real value of books often gives preference to that which is not of great worth. Besides, her view of education itself is liable to be distorted by the two great prominence she gives to her own special subject or department. The principals and superintendents of schools also have limitations which disqualify them to act alone in selecting the books for a school library. It is only by the united efforts of librarian, teacher, and superintendent that a wise choice can be made.

Using a Good Library.

By granting that the books have been properly selected and that the library shelves are burdened with all that can be made helpful in the school work, how can these books be best used? They must be accessible to the children. One distinguished educator of my acquaintance advocates breaking up the library into small collections and giving to each school-room its appropriate share. This recommendation is open to the very serious objection that it deprives the child of the great advantage of spending many hours in a large library. Many schools secure all of the substantial benefits to be derived from the small collection of books in each room by permitting each teacher to draw a large number of books and keep them in her school-room for several

* Paper read before the Library Department, N.E.A., Friday, July 12.

weeks. In our own schools we follow this plan with the limiting provision that any teacher who has had a book for two weeks or more must return it if it is called for by another teacher. If the library owns several copies of the books most in demand, the needs of all teachers will be well met, and but few books will be called in before they are returned voluntarily.

The teacher who has on her shelves from ten to fifty such books carefully selected with reference to her class work for the succeeding few weeks, will find constant occasion to use them in class and will be able to induce many of her pupils to carry them home to read. This will be lead by the easiest transition to the regular use of the main library by pupils. In addition to the books that are intended to be read thruout, there must be provided a large number and a great variety of works of reference to which the children may go for aid on special points or topics. Many of these works of reference should be permanently placed in the school-rooms, but others can be given to the teachers for use in the same manner as the books from the circulating department. It is important for the library to own at least two copies of each of these books, so that one may always be found in the reference-room of the general library.

The Part of the School.

But this is only one side of our question. Not only must the library be so used as to assist in the education of the child, but the school in its turn must recognize its duty to equip the child for the future enjoyment of the library. Two worlds offer their riches to every youth who steps out from the threshold of the school,—a world of affairs and a world of books. Happy he who is well prepared to participate in both! There is a kind of education that addresses itself to preparing the youth for the world of affairs. So clamorous for quick success is the every-day business world that its spirit has not only invaded scholastic halls, but has in some quarters set about ejecting the time-honored occupants. We cannot digress here to discuss the right extent to which this spirit should prevail in education. It is the purpose of this paper only to note its insistent claims to increasing recognition, and to protest against any form of education that undervalues the riches of the world of books.

But there is a kind of education more reprehensible even than this; for while it is based upon the use of books, it does not prepare for the enjoyment of the riches of the library. It sets down its deluded votary between the two worlds that we have mentioned. He is not fitted to make his way into the world of affairs; neither has he entered into the deeps of literature, history, and philosophy. He has been taught to worship form; for his training began with words, continued in words, and ended in empty words. Of such a character is too much of the formal training of the schools.

In contrast to these one-sided forms of education, how much more to be desired is that complete training which not only familiarizes the youth with the world of affairs and enables him to command success in any chosen line of effort, but also prepares him for a full enjoyment of the wider, deeper life of letters. How can school life be so ordered as to contribute to this result?

Personal contact with a large, central library is essential. Even a good library in each school building does not fully serve this purpose. The growing student must be able to drink in the love of books and to become fully imbued with the library spirit by hours and days spent delving in a large collection of books. The place has perhaps more to do with this development than we are aware. No amount of discussion about books, their contents and their authors, can take the place of actual familiarity with the books themselves. The student's school life, then, must be so planned as to call for frequent visits to the library—not mere calls at the circulation window, but periods of systematic research in the books on the shelves. Even quite young children, those not more than twelve years of age, can have their work so planned as to call for this library research. The subjects of geography,

history, and literature alone affords ample opportunity for such work; but we teachers must bear in mind that we are just now discussing the preparation of the child for the future use and enjoyment of libraries, and we must not base our library research work upon the school studies as they now stand. We must inquire along what lines of library research the pupils should become interested, and then we must make provision for those lines of effort in our school life. This may disarrange some of our nicely adjusted outlines. It may make waste paper of some fine-spun courses of study which have not been revised to meet new educational ideals and conditions, and it may cause a world of annoyance to those teachers who have the routine of their annual work so habituated that they need no thought for new work or new methods, but find that a look at the calendar will bring up the appropriate lessons, words, gestures, and facial expression for the day. But if this change is based upon a careful study of the true needs of the children, it will fully justify its iconoclastic tendencies.

Book Mastery.

The student should gain complete mastery of a limited number of representative books. The contents of these books should become his mental possession absolutely. And he should know not only what they say, but how they say it. All of their illustrative examples and illusions should be familiar to him; and he must especially be trained to see what these examples and illusions are used to illustrate and enforce. Our knowledge of books is too often weak at this point. We are familiar with the anecdotes, the scenes, the parables, without troubling ourselves greatly with the context. The very point of view of the book, in so far as it is good, must become the student's point of view. Such an absorption of a book into one's life is safe only in the case of comparatively few books; but it is the duty of the school to select these and to secure their complete assimilation in the lives of the children.

Besides this intense study and complete mastery of a few books, the school must plan to give the child a wide knowledge of the character and contents of the books that he has not read. This cannot be done by catalogs and tables of contents. The child must handle and examine the books themselves, gleaning a little here and a little there by his own personal efforts. Lists prepared by librarians, lectures delivered by teachers, and short-cut manuals by short-cut authors will give him only the belief that he knows what in reality he does not know. The young farmer must learn of soils and crops by holding the plow and by gathering the grain; he who would succeed in business, must feel the touch of checks and drafts between his fingers; and he who would have a working knowledge of books, must handle books. It is the duty of the school not only to give him this opportunity, but so to arrange his work that he cannot evade it. In this connection it should be said that children should be taught the intelligent use of the index of every book in which they work, and that they should know all of the great reference works and their plan of arrangement, so as to be able to use these works economically.

The child must also be given a knowledge of the writers of books both past and present, and this can be done in a large library much more quickly, easily, and thoroly than in any other place. Here he is surrounded by the works themselves that came from the author's hands; and on the walls are portraits; in the hallways and rooms are statues, busts, and tablets, and even the exterior of the building is so ornamented as to do honor to the great names of literature. Those who come and go, as he loiters, all seem to have a wholesome respect for the place and for all who have contributed to its enrichment. Shall he alone go from its portal uninfluenced by all of its appeals? Shall his school hold him to such a grind of routine, or be so grossly commercial, that he has neither time nor inclination left for this beautiful and hallowed society of books?

Children Led to Love Good Books.*

By ISABEL LAWRENCE, Superintendent of Training Department,
Normal School, St. Cloud, Minn.

The child is greater than the book and the book must wait upon his needs. The instinctive interests which predominate at any given period of child life, determine largely what he can appropriate from literature.

The child before the age of eight is interested in vivid images, but not in relations. He cares for action, for color and sense, for the marvelous and the impossible; hence he revels in myth and fairy tale. This child knows only the family; loves stories of children, delights in the Indian, but has no more comprehension of his own country than a Zulu savage. Rhythm attracts him to song and poem. Even his prose stories should "run in the ears like the noise of breakers."

From eight to fourteen the boy reads invention and travel greedily, to find out how things are done. He loves the moving tale flavored with bloodshed and wonder. Give him this sort of incident in good literature where it embodies truth and thought, and he will soon reject worthless stuff of his own accord. The girl's book of this period is largely pernicious. Let the girl read her brother's book till her demand for the love story cannot be ignored; then give her the best class of novels.

From fourteen to eighteen, in early adolescence, there is a craze for reading. It matters not how many books are read, so they be wholesome. Let the young mind catch fire at many points, so the spark be divine. A foundation of wide reading must be laid now for the close logical study of one book later.

There should be more story-telling and oral reading in home, school, and library. It is not wicked to begin in the middle of a book, if that be its attractive point. It is as absurd to make a boy study the life of the author, to interest him in Ichabod Crane, as it would be to make a young man study the family records as a preliminary to falling in love with the daughter of the house.

Finally, any child will love good literature who is surrounded by its lovers. Before we legislate that every teacher must sing and draw, let us insist that no teacher who knows not literature and loves it not be appointed to take charge of children of any age.

*Abstract of paper read before the Library Department, N. E. A., Friday, July 12.

Economics in the Public Schools.*

By PRES. GEORGE GUNTON, of the Institute of Social
Economics, N. Y.

Human progress is measured by the degree in which experience is converted into helpful knowledge. It is the function of science to reduce this knowledge to working principles, and of education to present these principles in teachable form. By this method modern institutions came into existence, and, while the process takes many forms, the institution which to-day must more than ever be relied upon to render this important service to society is the public school. The efficiency of the schools in accomplishing this depends upon the extent to which they impart knowledge of a kind that is applicable to the conduct of present institutions. As Dr. Nicholas Murray Butler aptly puts it:

The first question to be asked in any course of study is, Does it lead to a knowledge of our contemporary civilization? If not, it is neither efficient nor liberal.

It will be conceded that in our system of education those subjects have the greatest claim to consideration which most directly lead to character making conditions of life. In the middle ages, no education was necessary for the masses because they were outside the pale of social and political recognition. Latin, Greek, and the-

ology were the chief requirements of the only educated class, the clergy. But, as society developed and industry became important in public affairs, education necessarily took a broader sweep and began to extend to the middle class. With the birth of what Laselle called the "fourth estate," it became necessary to extend education to the common people. Where the government is in the political control of the masses, education thru the common schools becomes of paramount importance to civilization itself, because the common school touches nearly every child in the land.

Fifty years ago, when we were chiefly an agricultural country, with simple conditions, we had few social and industrial problems which it was necessary for the masses to understand. During the last thirty years, however, this has all changed. We have become dominantly a manufacturing nation. Our population has rapidly tended to the cities, and in consequence we have a multitude of new and acute social problems like the sweatshop, housing of the poor, sanitation, public charity, immigration, industrial stability, etc. The same progress has substituted corporate for individual industry, creating the so-called capital and labor problem in a new and intensely active form. In view of all this, intelligent citizenship to-day involves a much higher standard of intelligence and broader comprehension of public questions than it did fifty years ago.

The same change has made the ill-formed citizen much more dangerous than he was fifty years ago. The growth of corporations and great wealth has created in the minds of the laborers and citizens generally a feeling of distrust. Very largely the people regard the rich employing class as enemies of public welfare, and this feeling brought into politics amounts to a confirmed prejudice. They distrust public officials, and the government seems to them an instrument in the hands of the rich to control society in their own interest. There is much in the experience of the people with political dictators to confirm this feeling, and it tends constantly to strengthen the belief that the rich are corrupting our government, dictating public policy, and trying to convert the republic into an oligarchy. All this is the more acute because of the problems of poverty and wretched conditions found generally in cities, which make up the other side of the social questions confronting our people.

The public school is one of the greatest safeguards against the threatened disruption of society growing out of these problems and the social distrust connected with them. At present, however, the great majority of youths go to the workshops with no mental preparation for dealing with these problems. They are left to absorb this prejudice with no ground-work of intelligent understanding of the conditions involved; and the possible consequences are obvious. If the public school is to "lead to a knowledge of our contemporary civilization," it must furnish training on these subjects which lie at the foundation of our social and national safety.

It will be urged against introducing economics into the public schools that the curriculum is already overloaded. This may be true, yet the same objection might be applied to very many of the present studies. It is simply a question of what studies should be selected as most useful to the young citizen. It is knowledge of principles, not collections of facts, that school education should furnish. In making up the curriculum, the object should be to select those subjects which will best serve the purpose of educational training for the average citizen. Subjects which lead to a knowledge of the affairs of modern life have a double claim, for besides affording mental discipline they furnish preparation for useful citizenship. From this standpoint, economics, as compared, for instance, with Greek, Latin, algebra, and geometry, has a pre-eminent claim to a place in the curriculum. Economics is even more valuable as a study than history, necessary as history is. If the students know something of the principles that govern industrial

*Abstract of Address delivered July 7. N. E. A.

(Concluded on page 77.)

THE SCHOOL JOURNAL

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WEEK ENDING JULY 20, 1901.

An editorial review and notes of the great convention of the National Educational Association at Detroit will be published in THE SCHOOL JOURNAL next week.

The forty-sixth annual report of the St. Louis board of education was issued July 1. Financial questions, comparisons of the showing made by St. Louis with that of other cities, discussion of the persistence of attendance, etc., comprise a considerable part of the book. Since the report was written, the teachers have gained a victory in their long struggle for better salaries. Yet even with the moderate increases granted, the teaching force will still be underpaid as compared with the teachers of other cities.

One rises from reading this report with a feeling similar to that of a famous Mrs. Malaprop, of Washington society, who attended a function given by a genteel but not affluent lady. Mrs. M— enjoyed her entertainment greatly and beaming upon her hostess as she left she said: "Well, I must say, Mrs. B., you have given us a most charming time, a most delightful entertainment—and for the least money—that I ever attended."

In view of the scornful attitude of many college professors toward the reforms in English spelling adopted by the N. E. A. it is pleasant to read in the *International Magazine* a distinct commendation of their scheme by no less a person than Prof. Brander Matthews, of Columbia university. Professor Matthews prophesies that the changes recommended in 1901 will undoubtedly find their way into school and college text-books and that once a spelling has found its way there it is good to stay. After ten or twelve years, he says, the N. E. A. will be called upon to suggest certain other changes and thus the war of reform will go on in gradual but irresistible fashion.

Speaking of his own feeling Mr. Matthews says: "We may each of us do what little we can toward hastening the result. We can form the habit of using in our daily writing such simplified spellings as will not seem affected or freakish, keeping ourselves always in the forefront of the movement, but never going very far in advance of the main body. We must not make a fad of orthographic amelioration, nor must we devote to it a disproportionate share of our activity—since we know that there are other reforms as pressing and perhaps even more important. But we can hold ourselves ready always to lend a hand to help the cause; and we can show our willingness always to stand up and be counted in its favor."

General opinion seems to be that Hon. Wayne MacVeagh overstated his case in his Phi Beta Kappa oration upon "Ideals in Politics." He ventured the prediction that our electorate is already beginning to be divided and must under social evolution, be more and more divided by that sharp change which separates those who are contented from those who are discontented with their lot. The party of the contented, he maintained, will sooner or later fall before the party of the discontented and will see the distribution of wealth managed upon bases more just than those now existing.

Such utterances are bound to seem less forceful in a period of expansion, like the present time, than in a time of national depression. Only buoyant talk is in favor.

Prof. J. S. Kendall has resigned his position as state superintendent of public instruction for Texas, to become principal of the North Texas normal school. He will be succeeded in the superintendency by Mr. Arthur Le Fevre, of Victoria, Texas.

Twenty-seven English boys were examined, a few weeks since, for admission to the Massachusetts Institute of Technology. The applicants seek admission to the institution because it is acknowledged that England offers nothing that can compare with the American school for technological study.

Li Hung Chang has sent to an acquaintance in this country a number of eggs that are a hundred years old. It seems to be a custom there to preserve eggs for years and years in some way unknown to us; those of our sort who taste one want no more, but over there they are considered to increase, like wine, in excellence with age. Only rich men can order them in the Chinese restaurants.

A. I. I. Round Table Convention.

The meeting of the American Institute of Instruction was, it is to be hoped, the smallest the association ever had in its seventy odd years of existence. The registration showed considerably less than one hundred present and the attendance of New England educators, deducting the speakers at the meeting, probably numbered under twenty-five. In point of membership it gave very much the appearance of that well-known organization where after all officers had been elected the president arose and said, "If there is anyone present who has not been elected to an office in the association he will please rise."

As regards addresses and speakers, even the most fastidious had no cause for complaint. The program represented the choicest and most elaborate menu ever gotten up for a miniature convention. Dr. Harris gave the first outline of a great address prepared by him for the National Council of Education. Its title was "The Educative Element that is to be Found in the Isolation of the School from the Home Life and from the Life of the Community in which the Child Lives."

"Dr. William Hayes Ward, editor of the *Independent*, spoke on "How I would want a Child Educated." Miss Mary E. Wooley, president of Mt. Holyoke college, in her address on "The Worth of Women's Education," brought out a strong picture of what the higher education is and ought to be doing for women. Prin. E. Harlow Russell, of the state normal school at Worcester Mass., spoke on the "The Decay of the Art of Reading." Prof. Paul H. Hanus, of Harvard university, discussed "The Preparation of the High School Teacher." Prin. Caskie Harrison, of the Brooklyn Latin school, read what the *Daily Saratogian* called "a rather lengthy poem," on "A new Line of Sailors' Blankets" or "Some Recent Reforms in College Education." Prof. Walter Ballou Jacobs, of Brown university, in his treatment of the subject "Education versus Instruction," brought out the great importance of guiding the heart aright. Associate Supt. A. P. Marble, of New York, described the school system of New York city, and Henry Turner Bailey, of Massachusetts, gave his inspiring talk on "The Gates to the City of Refuge" (the city of the soul, the abode of the imagination).

THE SCHOOL JOURNAL will present abstracts of the most important addresses. The thoughts presented at this institute certainly deserve a wider hearing than they had at Saratoga.

Cuban Teachers to Go to New Paltz.

The rumor that the Cuban government is to send next September, at its own expense, fifty or one hundred Cuban teachers to the United States to study at the state normal school at New Paltz, N. Y., is confirmed. The Cuban government has already issued a question blank to be filled by candidates for entrance, and has sent to them a circular of instructions—both in Spanish. Prin. Myron T. Scudder is working energetically to have everything in readiness for their coming, securing fine accommodations for room and board, adjusting courses of study, and arranging for the best instruction that can be had. It is a great honor to Principal Scudder and the New Paltz normal that this school should be chosen.

Some of the Cuban teachers who were at the Harvard university summer school last year and some who are there now will be among the number to come to New Paltz. All teachers sent to the United States by the government of Cuba next year will be at the New Paltz normal. Women only will be sent and they will be accompanied by chaperons. The school will open Sept 11.

A commodious brick school building in the village, situated in a beautiful and well shaded campus, is being fitted up to increase the school's capacity. This building is to be tastily decorated and well lighted, and will be open evenings for the Cubans as a recreation hall, as well as for study. All manual training and domestic science, and all laboratory courses for the Cuban ladies, will be given in the normal building, afternoons and evenings. Thus the regular work will not be interfered with in any respect. Indeed, hundreds of dollars are being spent in each department to enlarge the equipment. A professional printer will be put in charge of the printing plant, and will have twenty or thirty young men and women under his instruction. The school is to add to its faculty several teachers of wide reputation. One of these is Miss Margaret K. Smith, Ph. D., who has studied in Germany and for the past year has been doing graduate work at Clark university.

Cuban Teachers at Cambridge.

The Cuban teachers have begun their studies at Harvard university. The number unable to come at the last moment, thru illness or failure to catch the boats, has brought the total number down to seventy-eight, but it is possible that a few more will arrive later. The Cuban visitors this year will come into closer contact than last year with the members of the regular summer school.

The teachers submitted to a test in English under the direction of the head instructor, Mr. J. D. Pringle. This was to ascertain in which of the three grades each teacher should be placed, the grades consisting of those who have received considerable English training, those who have had a moderate amount, and those who have had comparatively little. On this basis the members of the party were assigned to classes for the regular work of instruction.

General Barnes' Gift to Cornell.

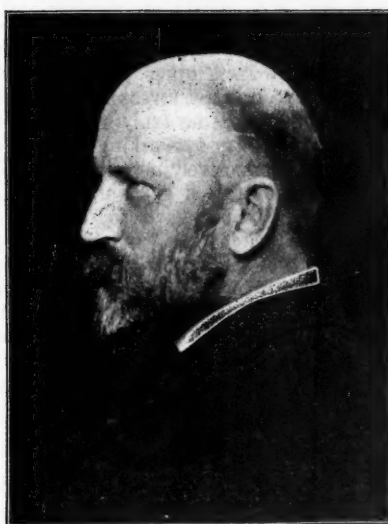
It has been announced at Cornell university that Gen. A. C. Barnes, of the American Book Company, has given the money for an observatory for the institution. A fine building with splendid equipment will be provided. The structure will be 80 by 400 feet in dimensions. The plans were drawn by Dean D. Estevan A. Fuertes, of the college of civil engineering. They call for three domes 20 feet in diameter, and rooms for a library, batteries, collimeters, barometers, thermometers, sextants, and every concomitant of a first class training observatory. The outfit will include two zenith telescopes, two equatorials, two altazimuths, two transits, one of which will be a prime vertical, six chronographs, and five astronomical clocks. The instruments will be illuminated by electric lamps and supported by masonry piers, extending to a depth of eight feet under ground. The observatory will in all probability be ready for use in September.

Learning by Doing.*

By PRES. H. B. FRISSELL, of Hampton Institute, Virginia.

The system of education which has been adopted in the Indian schools is one that is commanding the respect and confidence of all who are interested in education. It is a system which lays more emphasis upon things than upon words, which gives more prominence to the production of self-supporting citizens than to the making of scholars. It teaches its pupils to learn by doing. It makes the book merely a tool. It lays much more stress upon the active than upon the passive side of education.

The story is told of a long-headed Indian chief who, when he was asked by the commissioner of education in Virginia to let his son go to college, said that the education which the white man gave would not fit his son to kill a deer, to build a wigwam, or to endure cold or heat. He, on his part, offered to take the white man's son into the forest and make a man of him! We are beginning to believe in the Indian's idea of education. We are coming to understand that character is much more important than the acquisition of knowledge. Christ said when he came into the world, "I am come that ye might have life, and that ye might have it more abundantly."



Dr. H. B. Frissell, President of Hampton Institute, Virginia.

When he was going to fit himself to do his great life work, he did not go into the schools of the Pharisees and the scribes at Jerusalem, but he went into the carpenter shop at Nazareth. There he learned the lessons of life, there he learned how to help others, how to have life and have it more abundantly. When he chose those to whom he would communicate the greatest truths that were ever given to men he selected fishermen from the sea of Galilee, men who had to struggle with their hands for their daily bread—and the same thing is true to-day. When God would choose the men who are to head great enterprises in the great work of life he selects those who, whatever they may have received of classical learning, have also come thru toil, those who have learned obedience by the things which they have suffered. And so, however we who gather here may differ as to methods, I am sure that we are all united in the thought that the true way to learn is by doing.

Developing a Habit of Work.

It is no new method that we are advocating and carrying on. Those of you who are familiar, as many of you are, with Quick's valuable book on "Educational Reformers," remember how he shows that thru the centuries there have been those who have stood for practical education. Montaigne revolted against the theory that mere knowledge is power, a theory that those who

* Address before the Department of Indian Education, N. E. A.

have to do with child races continually see refuted. Mere knowledge without the ability to use it is not power. It is like food given to a man with a poor digestion—the more he eats the greater his misery. What we need to give is the power to digest knowledge. Montaigne says, "Knowledge is not even an aid to power in all cases, seeing that useless knowledge, which is no uncommon article in our popular schools, has no relation to power." "A man's success in life," he says, "depends incomparably more upon his capacities for useful action than upon his acquirements in knowledge, and the education of the young should, therefore, be directed to the development of faculties and valuable qualities rather than to the acquisition of knowledge. Men of capacity, and possessing qualities for useful action, are at a premium all over the world, while men of mere education are at a deplorable discount." The wise Seneca said, "It is better to know a few things and have the right use of them than to know many things which you cannot use at all." Rousseau had the same respect for manual training that we have come to have. He says: "If instead of making a child stick to his books I employ him in a workshop, his hands work to the advantage of his intellect; he becomes a philosopher while he thinks he is becoming simply an artisan." Again he writes: "Beyond contradiction we get much more clear and certain notions of the things we learn ourselves than from those we derive from other people's instruction." Froebel, too, lays the greatest stress upon the active side of education. "We become truly God-like," he says, "in diligence and industry by working and doing. God creates and works productively in uninterrupted continuity. Each thought of God is a work, a deed." This prominence which Froebel gave to thought of "the formative and creative instinct" in children led to the kindergarten, and the kindergarten has taught us that children of a larger growth also need activity in education, and has made us feel that man is pre-eminently a doer, a creator, and that he learns only thru self-activity. He recognized, too, that as children belong to the family and to society, they should prepare for society by spending some hours of the day in a common life and in well-organized common employments. (See Dewey's "School and Society.")

And this thought of training youth to do their part in the great world, in society, and in the family is one that ought to enter into all our work. The school ought to be a miniature community. It is because this has been to some extent accomplished in our Indian schools that they are in many respects superior to the common schools of the country. There are certain definite things which we are trying to bring about by our peculiar system. The first, and perhaps the most important, is the formation of a habit of work. We are dealing with a people that has not been accustomed to regular habits of industry. They have thought that it was well enough for the white man to work, but that the Indian should be free from toil. The first, and most important lesson, then, and the one without which all other lessons will be of little value, is the necessity and dignity of labor. We of the Anglo-Saxon race have received toil as our natural inheritance. We do not need to be taught that "Labor must be." But our country is now dealing with many races that have a different conception of the matter.

It is then of vital importance that our educational system lay stress on the active side of education, that the work of the hands be given special prominence. In some of our schools, from the time the children enter the kindergarten, an endeavor is made to cultivate a love for the regular occupations of life. On Monday the wash-tub is introduced, and on Tuesday the ironing-board is introduced. The little children are taught to find pleasure in work. From their earliest days their constructive powers are trained and they learn to do. Dolls' houses are built, small pieces of furniture are made, rugs and carpets woven. Each child has regular duties of his

own. A sense of responsibility is cultivated and a feeling that he has a part in the work of life. When the spring time comes the little kindergartners, as well as the older pupils, are sent into the garden for the purpose of cultivating the soil. Two children tend a plot together. While they thus learn to work with one another, there is developed at the same time a sense of individual proprietorship in land. They are allowed to carry to their own home the products of their little farms. In this way they gain a stimulus to their work. They realize the joys of production.

How important the creation of the work habit is we hardly appreciate. We speak about the "liberty of the sons of God." That is the liberty that comes to a man from the formation of good habits which hold him to the right and away from the wrong. Among these habits there is none more important than that which makes a man unhappy unless he is at work. It is doubtful if either religion or education can accomplish much until they have created a love for labor.

We hardly realize how large a factor in the preservation of order among our people is this same habit of work. Imagine what one of our large cities would be if all classes were allowed a week's holiday. Our Monday's papers show that with all the restraints which religion throws about the Sabbath it is most difficult to preserve order when the regular occupations are suspended. If the moral value of work is thus great in the case of the Anglo-Saxon, it is at least equally so in the case of the Indian.

Principle of the Plan of Indian Education.

We hear much of the relapse of our students into habits of idleness on their return to the reservation. Undoubtedly this is too frequently true. In many cases they find it difficult to obtain work. It is by no means easy for most of the returned students to live up to the standard placed before them in the schools. But this only emphasizes the necessity of cultivating in them during their school days such a love for the labor of the hands that they will not be satisfied until they do obtain employment. In order to accomplish this our teaching of trades and agriculture must be of a high order. Not only must the students be taught to work at trades, but they must have intelligent teaching. They must be taught the principles of physics that underlie their various trades. Not only must they be taught to plow, but they must know the principles of agriculture that relate to the soil, and to plant and animal life.

In one of the schools where learning by doing is made prominent there was a boy who appeared to have no ability in the class-room and seemed to his teachers utterly hopeless. One day the dull boy came to his teacher of agriculture and said that he had something to show him. He took him to a distant part of the school grounds and there showed him a small rough green house, which he had constructed with his own hands from bits of board and glass that he had picked up. He had made a lamp out of an old tomato can, and all thru the cold winter months, unknown to his teachers or his fellow students, he had tended these plants that had become to him as dear as his own life. He had been making experiments in regard to the effect of different sorts of soil upon the growth of plants. He had tried to find out what sorts of soil best retain moisture. He was learning by his own experience under what conditions the plant germinates most readily. Do you suppose that that dull youth will ever lose his love for plant life? It is most essential that work should be intelligent and interesting. It is made so interesting in some of the Indian schools that I have known that it is no rare thing for the boys to work on their holidays. One of them was heard to say that he hoped Heaven would be a place where there would be something to do.

Dignifying the Common Things of Life.

Very closely connected with the creation of the work habit is the dignifying of common things. Education

and religion have been too much in the air. They have not been harnessed to the things of every-day life. Learning by doing gives an opportunity to teach Indian youth to care for the things about them. Life on a reservation is in many respects the poorest life that a human being can live. It has less of incentive, less of interest than almost any other. If our boys and girls must go back to these reservations in order to work for and with their own people, we must teach them how to create around them objects of interest. The Indian has a real love for his home. So far as possible, therefore, this love should be used as an incentive to the improvement of the family and the community. Every Indian boy ought to gain sufficient knowledge of carpentry at school to be able to put up a plain house. In some of our Indian schools the girls are taught to make simple pieces of furniture, to weave rugs, and to make mattresses. They are encouraged to make ornamental and useful things for their rooms. There is thus created at the same time a love for beautiful objects and the power to produce them. These girls are also taught how to raise chickens and care for other domestic animals, as well as how to work their own plots of land; and they have even been sent out to study and criticize the farms and homes of the community about them. In some cases they have attempted the reconstruction of the gardens and yards belonging to old and infirm people, clearing out the rubbish, planting seeds and vines, making plans for improved conditions and then carrying them out. It has been interesting to observe the enthusiasm that these young people have shown in this work, and the contagious influence of their enthusiasm on the people to whom they have gone.

Taught to Earn a Living.

But it is of little use to try to dignify the common things of life, or to teach Indians to learn by doing, unless there is something quite definite for them to do on their return to their homes. There is an increasing endeavor on the part of the heads of our Indian schools to study the conditions from which the students come and to which they must return, and to adapt their work and study while in school to their needs at home. On one of our Western reservations a creamery has been started during the past year. As there is good grazing land on this reservation, and an excellent market for butter and cream, there is reason to believe that, if well managed, this creamery will succeed. This industry will not only provide the Indians with a regular income, but will give them training in the care of cows, and in methods of fertilizing the land. In order to co-operate with this movement the principal of the school in which some of the boys from this reservation were pupils advised them to study dairying. From their summer earnings they had laid up sufficient money to buy cows for themselves, and when they return they will be in a position to help carry on that creamery. Whatever may be thought of the advisability of relating education to vocation among whites, it is quite clear that in the case of the Indians this relation ought to be very definite. It is very much to be hoped that the number of industries on the reservation may be so increased that opportunities for earning a living may be provided for all students on their return from school. If instead of spending hundreds of thousands of dollars for the purchase of supplies outside the reservation, factories might be established where the industrial training of the young people might be continued, great good would be accomplished. Native industries should also be revived and encouraged and business bureaus established for the sale of native products.

Citizenship.

Another most important object to be gained in our system of learning by doing is the instruction of the Indian youth in citizenship. Whatever there was of good in the old tribal system—and there was much—has for the most part been done away with by the reservation. Unfortunately the issuing of rations has largely

pauperized the Indian, and any system devised for his education must take into account the serious defects of character which are the natural result of depending upon the government for daily bread. It is not easy to develop in an Indian youth a sense of responsibility. It is quite natural that after years of government paternal care, for which he was obliged to make no return, that he should not take readily to caring for himself. No such system then as prevails in our public schools would meet the requirements of these young people.

Developing Responsibility.

An Indian boarding school ought to be as largely as possible an industrial village community with its farms, stores, dwellings, churches, workshops, and school-rooms, where the Indian youth is introduced into real life. Each student should be assigned some definite duty for the doing of which he should be held responsible. The thought of co-operation in work and study should also be developed. If an Indian is to become an American citizen, all his faculties must be carefully trained. To bring this about the school must be a small world where the youth will find himself in close proximity to nature and to life. Theory and practice must be combined—otherwise the Indian boy is utterly unable to take up the work of life as he ought when he leaves the school. In most of the Indian schools with which I am familiar, the disposition of the hours of the day is made nearly as follows:

| | |
|--|--------------------|
| Intellectual work, | from 4 to 5 hours, |
| Manual work, | " 4 to 5 " |
| Meals and recreation period, | 3 hours, |
| sleep, | 9 " |
| General school exercises, military drill, gymnastics, etc. | 2 hours. |

This program provides for a symmetrical training of head, hand, and heart. It gives more of the day to dealing with things than it does to reciting words about things. It gives the students an opportunity to use the knowledge they have acquired.

Correlation in the Education of the Indian.

So far as I have been able to learn, co-operation rather than competition is being encouraged in our Indian schools. The variety of work and study which the school courses provide enable students of little aptitude in one branch to excel in another. Each year there is coming to be a closer correlation of academic, industrial, and agricultural work. The problems of the school-room are worked out in the shop and on the farm, and the problems that students meet in their industrial work are made the basis of their school-room work. Pupils are taught to survey the school grounds. They are furnished with bills from the school farm, the commissary, kitchen, workshops, and sewing-room. In this way an arithmetic class-room is made an interesting place, and figures are made to live. In order to cultivate habits of carefulness in the keeping of accounts, each student is obliged to submit at the end of each month an accurate statement of his receipts and expenditures. This is a regular part of his arithmetic work, and his statement is compared with the books of the treasury department. In this way these young people are introduced to business methods, and are made to feel that they must keep an account of their own income and outgo.

The study of the natural sciences is taught in our Indian schools with especial advantage, because the youth there gathered are used to the observation of nature. They have trained eyes and ears. It is only necessary that they be properly guided and they will excel in this line of work. The schools have too a great advantage in being located, for the most part, in the country, where the students have excellent opportunities for the gathering of specimens—mineral, vegetable, and animal. In the department of natural history it is easy to learn by doing. Frequent excursions are made in order to interest the students in every animal and plant upon the school-grounds. This study, instead

of being a thing apart, is closely related to the most important subject in the Indian youth's curriculum; viz., agriculture.

In some of our schools no books are given to the pupil for the first three months of his stay, in order that his thought may be centered, as it ought to be, on things rather than on words. In addition to the study of the soil and of plant and animal life, the students are asked to perform simple experiments in the laboratory with water, air, and heat. They then talk with one another and with the teacher about these experiments. Next they write out a statement of what they have seen and done, and then later they are allowed to consult books in order to compare their own thoughts and experiences with those of others. It is not necessary to explain how interesting a subject geography becomes with such handling, how closely it relates itself to the practical work that the young people are doing.

Geography and History.

A large Indian school is a fine laboratory for the study of geography. Beginning with a careful study of the school grounds—soil, water, drainage, etc., they may proceed to inform themselves in regard to the products of the farm and the school's industries. With the conditions right about them as a basis of comparison they may then go on to learn about those in other parts of our country and in the various other countries of the world. Every Indian school ought to have a museum which its students should help to form and to which its graduates should contribute, in order that the pupils may become familiar with the products of their own civilization. While we are striving to make the Indians more like other men in some respects than they are, it is of vital importance that we at the same time study carefully whatever they have that is good, and strive to develop it. The endeavor that is now being made to revive blanketry, basketry, and pottery is in the right direction.

In the same way that geography is made to begin with the school grounds and thence extend to every part of the globe, so the history of the Indian race should be the center from which to study other history. It is not fair to shove down the Indian's throat the statements made in histories written by white men in regard to their brothers in red. He ought to be encouraged, as in geography, to make his own investigations and deductions. Some of our schools are most fortunately situated for the teaching of history. They are on historic ground which is closely related to the struggles with the Indians. It is of the greatest importance that we make use of these surroundings and help our students to gain the true meaning of their history, so that while they prize the good traits of their people they recognize their weaknesses and hold themselves open to new ideas.

Mathematics by Doing.

The help which the trade department of an institution may render its academic department by making clear problems that in the class-room may be incomprehensible, is illustrated by the work in the sheet metal room at Hampton. Here the student first draws a square, then cuts it out of tin and finally computes its area. He does the same with a rectangle, a triangle, a trapezoid, a trapezium, a polygon, and a circle. He learns how to draw a triangle or a polygon from a given side, and how to find the center from which a given circle has been struck, how to bisect lines and angles, how to draw a circle thru a given point, and in a practical way learns other simple geometrical propositions concerning surfaces. He then applies all these in roof measurements in sheet metal. Continuing, he draws the plan and elevation of a cone, develops the pattern and constructs it of tin. Then he computes its surface and volume. He does the same with a cylinder. Having the diameter of the base given, he draws the plan and elevation and then computes the height necessary for it to hold a pint or a

quart, then he makes a pint or quart cup and tests it. The students have in this way about twenty-five geometrical propositions, no one of them being without its application to some useful article which they make of sheet metal.

Morals and Religion by Doing.

While we believe that learning by doing is the right method of procedure in every department of school life, there is one department more important than any other, to which this method is especially applicable, and that is the department of morals and religion. Christ said, "He that *doeth* the will of my Father shall know Him." Here certainly is an opportunity for learning by doing. I do not underrate the value of the spoken word or of the outward ordinances of religion, but I do think that our Indian schools, bringing together as they do men and women of different creeds from different schools and different parts of the country, give us a fine chance to manifest God's truth not only with our lips but in our lives. Unless the Indian gains while in school the Christian thought of service and mutual helpfulness, very little has been accomplished. In order that this may be accomplished there must be an atmosphere of co-operation among both students and teachers. There is no place where bickerings and jealousies are more out of place than in an Indian school where representatives of the white race are endeavoring to show the members of a child race how to live a civilized Christian life. There are Indian schools, and I believe not a few where the one thing insisted upon is that both students and teachers shall live together in unity. The teaching of a practical, everyday religion which enters into the workshop and goes on to the farm, which both Catholic and Protestant can approve, which makes itself felt in actions more than in words, is most important.

In some of our institutions not only are the young people made to feel that their religion is a part of their everyday life, but they are interested in work for the poor and sick, they give of their time and thought to make life easier for the old people in the poor-house and in the cabins. The pauperizing, hardening influences of the reservation which causes the Indians to be thoroly self-centered can only be overcome as they are thoroly imbued with the Christian idea of service for others. This sort of Christianity can only be learned by doing.

Learning to Provide for the Morrow.

Closely connected with the idea of serving is that of saving. It is doubtful if rapid progress can be made toward civilization on the part of the Indian youth without it. The thought of having all things in common must be overcome and the Indian taught, that in order to serve effectually he must save. In a number of our Indian schools, savings banks and provident funds have been established, and with the enlargement of the out-going system the yearly earnings of our Indian pupils become quite considerable. It is of vital importance that these funds, which are usually held by the school authorities, should be expended on the return of the students to their homes in such a way as to give them a real start in business or on their farms. The old Indian customs which make it necessary for an Indian boy to share whatever he has earned with the whole tribe in a feast or a frolic, must be given up, or there will be little progress.

One Effect of Industrial Training.

An interesting investigation has recently been made by Miss Louisa McDermott, a teacher in the Ft. Lewis Indian school in Colorado, which shows the effect of the training given in six of our leading Indian boarding schools upon the ambitions of the pupils. The results are given in the *Southern Workman*. Of the 975 male pupils reporting, 11 did not know what they wanted to be. The 964 remaining named 61 different occupations; 87 per cent. chose lines of work distinctly industrial. Of the 841 choosing industrial occupations, there were 222 farmers or 23 per cent. In a similar investigation made by Professor Luckey, of Nebraska, among white boys of

the public schools only 2 per cent. wanted to be farmers. Of the 658 female pupils, one did not know what she wanted; 69 per cent. chose industrial lines of work. Of these 106 desired to be housekeepers, 92, cooks, and 92 seamstresses, while in Professor Luckey's study of white girls in the public schools, only 9 per cent. of the girls wished to sew and 2 per cent. wanted to be housekeepers. It will not do to lay too much stress upon the results of Miss McDermott's investigations. In many cases these young people chose the only occupation with which they had any intimate acquaintance. But it is interesting when there is such a decided movement from the country to the city, to observe the fact that an education which lays emphasis upon doing and brings young people of the red race in contact with nature and rural life, creates a desire on their part to remain in the country, and follow industrial pursuits. In certain parts of the South where the same sort of education has been adopted among the blacks the movement from the country to the city has been almost completely stopped and the young people have settled down contentedly upon the land.

Progress in Indian Education.

I have endeavored to give a brief outline of the plan of work that has been adopted in our Indian schools. While much remains to be done, I consider that an excellent start has been made and that a real interest has been created in the subject of education, not only among the Indian youth, but among their parents. In the "Indians of To-day" George Bird Grinnell, than whom no man is better entitled to speak for the red man both because of sympathetic interest in his welfare and intelligent knowledge of the facts of the case, says, "A vast change has come over the people of the camp. Insensibly and all unknown to himself, even the most conservative of the old Indians has changed and to-day views things from a point wholly different from that of twenty-five years ago. To-day, practically all appreciate the benefits of education and desire to have their children taught. The growth of Indian education is like the growth of any organic thing. Watch the sapling from day to day; it does not seem to change. Yet if we go away and return after the lapse of ten years we find that the sapling has become a tree. So with the education of any tribe of Indians; from day to day the work is hard and discouraging and no progress seems to have been made, but if we look back five or ten or twenty years and compare the conditions of to-day with those of the past, we may find satisfaction and encouragement to continued effort in the vast improvement which has taken place."

Economics in the Public Schools.

Continued from page 71.

and social welfare, they will appreciate much more intelligently the significance of historic events. Without this understanding, historic events are little more to them than so many facts memorized.

It will be objected that economics is too difficult for young students, but suppose we compare it with some subjects already there; for example, astronomy, mathematics, chemistry, hygiene, etc. Economics is less abstract than any of these and deals with more familiar objects and matters of greater personal interest to the student than any of them except, perhaps, hygiene.

The greatest difficulty in teaching economics in the schools thus far has been the incompetency of teachers. Usually they have had almost no preparation in this special subject and therefore adopt the hardest and poorest method: namely, setting the student to memorizing meaningless facts instead of helping him to understand a few elementary principles. The mistake of this method comes largely from confounding teaching with investigation. Investigation is to discover principles; teaching is to impart them. In investigation the facts

must be obtained first and the principles deduced afterwards, but in teaching, the most effective method is to give the principle first and support it by the facts afterwards. This gives the student the key to observation and verification all thru life. Once understanding the principle which the researches of others have proved to be true, he can by reading and observation understand the conditions governed by that principle, and support it constantly from his own experience, when he could never have discovered the principle itself by any investigations he alone could have made.

Thus, in teaching economics, the emphasis should be upon imparting the simple principles of the subject. This will not be too difficult or complex for the student. It will hardly be claimed that it is more difficult to understand the simple principle that wages in a given market, like water in a lake, tend to a level which is high or low according to the character and social life of the laborers, than it is to understand the principle of the formation of gases or the solution of problems in geometry. Yet, how wonderfully more important to the average citizen it is to understand the principle which governs the income of more than three-fourths of the population. Subjects like Greek, Latin, astronomy, and ancient history may be important, and it is not my purpose to attack them *per se*, but compared with the study of economics as leading to educational preparation for citizenship, they are very manifestly inferior. From this point of view, economics has an equal claim to any and a superior claim to most subjects now in the public school curriculum.

An important result of this introduction of economics would necessarily be the raising of the standard of teachers. That certainly is no objection. If we would make education contribute its best to civilization, we must have the most important subjects taught, and taught in the best manner by competent, well-paid teachers. No expenditure is too high if it is not wasted, no talent too good, no system too well equipped for the public schools of the United States. If the people of this country were only once impressed with this fact, the means would easily be forthcoming. Let educators demand a live curriculum, a higher standard of teachers with adequate salaries, and the public school will be the ever broadening bulwark of progressive industry, free institutions, and democratic civilization.

Death of William J. Stillman.

The last of the journalists of the old school passed away when William J. Stillman died at his English home, Frimley Green, Surrey, July 7. Mr. Stillman won his reputation in the days when American newspapers made more account of weekly letters from correspondents than they do in these days of cheap-cable messages. Very little of his work had more than an ephemeral value, but it was undeniably brilliant work.

Mr. Stillman had all his life intended and expected to be an artist. Born in Schenectady and graduated from Union college in 1848, he studied landscape painting under Frederick E. Church. Visiting England he became interested in the pre-Raphaelite brotherhood whose views he explained delightfully in American magazines. From 1851 to 1859 he was a frequent contributor to the exhibitions of the Academy of Design, New York, and for two years he edited an art journal called "The Crayon." It failed to yield a good living, and in 1861 he was appointed United States consul at Rome. In 1865 he was transferred to Crete where, thru his open sympathy with the rebellion then going on he became *persona non grata* to the Turkish government. He continued to be the correspondent of the London *Times* in the East. From 1867 to 1886 he wrote voluminously for the *Times* and for American publications. His "Autobiography of a Journalist," published last spring, has attracted a great deal of attention.

Educational Outlook.

Admission to High School.

MILWAUKEE, WIS.—Some extracts from a pamphlet recently published for the guidance of pupils planning to enter the Milwaukee high schools are of general interest since they show in a general way the character of work expected in these schools. In regard to admission the following statements are made:

Pupils are admitted to the high schools upon presenting a diploma from the district schools entitling them to admission; upon presenting a certificate of graduation signed by the principal of any private school whose course of study shall have been held by the superintendent and the committee on course of instruction to be equivalent to that of the district schools; or upon passing a satisfactory examination. Examinations for admission of pupils not attending the public schools begin at 9 A. M. on Thursday preceding the opening of the school year. Applicants will be examined in orthography, reading, arithmetic, composition and grammar, history of the United States, physiology, geography, physical science, constitution of the United States, and constitution of the state of Wisconsin.

To pursue a special course in the high school, students will be examined in such subjects as will show their ability to undertake the studies desired.

Special students are held to the same requirements as regular students in any study which they elect, and are expected to conform to all the rules of the school.

No change of studies will be allowed during the semester after one week of the semester has passed.

Non-residents of the city may be admitted provided they pass the necessary examination and pay the tuition fees required by the rules of the board. The tuition is \$25 per semester, and must be paid in advance.

Pupils are advised not to attempt at the same time more than the studies prescribed in the curriculum.

An additional subject may be taken only when the standing of the pupil is 85 or upwards in each study; if the standing is not maintained at the end of any month, the subject must be dropped.

Before graduation candidates must either have passed a satisfactory examination in all the studies of the course selected, or by the excellence of their record they must have been credited with examination.

The diploma of the high school admits the holder to the state normal school, to the state university, Cornell and Michigan universities, Vassar college, Leland Stanford Junior university, Beloit college, and others.

Two New Superintendencies.

CINCINNATI, O.—At the request of Supt. Boone Cincinnati will have two assistant superintendents. Their terms are to be for two years, beginning next month, and they will perform such duties as the superintendent will require. The salaries are to be \$2,500 a year each. The names of Mr. B. F. Dyer, of Madisonville, has been suggested for one of the two positions, and rumors are abroad to the effect that either Mr. H. H. Ficke or Mr. Louis Rothenberg will get the position requiring supervision of the German instruction.

Supt. Van Sickle Appreciated.

BALTIMORE, MD.—The annual report of the board of school commissioners contains an appreciative paragraph concerning the excellent work done by Supt. J. H. Van Sickle. It reads: "At the end of the scholastic year it is a duty and pleasure to say that the expectations of the board have been fully realized. The superintendent has brought to the discharge of his responsible and arduous position wide experience, thoroughness of preparation, sound judgment, and constant industry; and, mainly thru his suggestions and recommendations, the board, while proceeding carefully and conservatively, has made changes in the organization of the schools, their courses of study, and the methods of instruction, which have already promoted, and will increasingly in the future promote, the efficiency of the school system."

Important Changes in Rules.

LOUISVILLE, KY.—At a recent meeting of the Louisville board of education several changes in rules were adopted. These cover the following points: The secretary of the board of education will from time to time be given full power to act in the capacity of superintendent; all teachers and principals will be required to submit their reports on or before the fifth day of each month, under penalty of fine; rules for principals will be made uniform, and for teachers who come before the board for examination the granting of certificates will be suspended.

INDIANAPOLIS, IND.—The meeting of the National German-American Teachers' Association, which began its annual session July 11, has been a very profitable one. Papers were read the first morning by Professor Cutting, of the University of Chicago, and by Prof. Adolph Kramer, of Cleveland.

New England Notes.

BOSTON, MASS.—The will of the late George W. Armstrong, filed on July 5, gives \$5,000 to the Massachusetts Institute of Technology, to be known as the George Robert Armstrong fund in honor of the donor's only son. The bequest was prefaced by an expression of the high value which he placed upon a liberal education, of which he had been deprived, and he expressed a desire that his son attend the institute. He bequeathed a like sum to Bates college, at Lewiston, Maine, giving as one reason for the bequest that the college aids so many poor boys. Mr. Armstrong originated the baggage transfer system now in general use in the city, and he accumulated his money in that business and in the many restaurants in railroad stations, of which he was the proprietor.

The Rev. Emory W. Hunt, D. D., pastor of the Clarendon Street Baptist church, has been elected president of Denison university, Granville, Ohio, to succeed Dr. D. B. Durinton, who has resigned to become president of the University of West Virginia.

WORCESTER, MASS.—Prof. Milo B. Price has resigned his position in Worcester academy to accept the chair of history in the William Penn Charter school, Philadelphia. Mr. Walter H. Ottman, instructor in history at Cornell university, will succeed him at Worcester. Mr. Fred. Palmer, instructor in science and mathematics at Asheville, N. C., becomes an additional teacher in the academy, to give instruction in these same branches.

WELLESLEY, MASS.—One of the treasures in the "Dutch Cabinet" of Wellesley college is a copy of John Eliot's Indian Bible. Nothing is known of the history of the book until 1840, when it came into the possession of Rev. Andrew Bonar, of Glasgow, in whose possession it remained until, as the result of some correspondence with Mrs. Alice Freeman Palmer, then president of Wellesley, Dr. Bonar presented it to the college. This copy is one of the second edition, printed in this country in 1680, for the "Right Honorable Corporation in London, for the propagation of the Gospel among the Indians of New England," and is perfect except the title page of the Old Testament. It is a remarkable monument to a past race, the last person who could speak or understand the language having been dead more than a hundred years.

NEW HAVEN, CONN.—Prof. Eugene Richards has resigned his position as director of the gymnasium of Yale university, and his resignation has been accepted. The cause is continued ill health. Judge Samuel O. Prentice, who has been a lecturer in the law school for several years, has been elected to a professorship. Mr. John Wesley Wetzel, of Denver, Colo., has been elected professor of elocution in the law school. This is a new department. Professor Wetzel has studied in the graduate department for two years, and last year he had charge of the intercollegiate debating teams.

News from Cambridge.

Prin. Thomas W. Davis, of the Allston grammar school, has been transferred to the Harvard school, to succeed Mr. Barrell. Mr. Frederick B. Thompson has been elected to succeed Mr. Davis in the Allston school, and Miss Ella S. Danforth has been elected master's assistant in the same school.

Miss Susan P. Choate has resigned her position in the English high school.

Dr. Robert MacDougal, instructor in philosophy in Harvard college, has been elected professor of experimental psychology in the School of Pedagogy, New York university.

The following additions have been made to the faculty of the Sheffield Scientific school. Mr. Albert M. Sturtevant, of Hartford, instructor in German; Edson N. Tukey, instructor in political science; William K. Shepard, in mathematics; Beverly W. Kunkel, laboratory assistant in biology; Samuel W. Dudley, assistant in descriptive geometry; and Arthur H. Graves, laboratory assistant in botany.

Golden Jubilee of Ohio Monthly.

The fiftieth anniversary number of *The Ohio Educational Monthly* is full of interesting pedagogical reminiscence. The pictures are published of the state school commissioners beginning with Samuel Lewis, whose service started in 1837 and ending with the present efficient commissioner, Lewis D. Bonebrake. Another very entertaining feature is the series of letters from those who contributed to the *Monthly* fifty years ago. Many of these are still living and active now as then in the cause of good schools. Those who responded to the invitation to make a new contribution were Alfred Holbrook, of Huntingdon, Tenn., president of the Alfred Holbrook normal university; M. S. Turrell, now living in retirement in Cincinnati; Amos M. Kellogg, editor of *THE SCHOOL JOURNAL*, who began writing for the *Ohio Monthly* soon after he was graduated from the Albany normal school; Andrew J. Freese, formerly superintendent of school at Cleveland; Emerson E. White, who was for many years editor of the *Monthly*.

In this number Editor Corson has outdone himself. It contains matter of the greatest value to all students of the history of education in the United States.

Pennsylvania Educators in Session.

PHILADELPHIA, PA.—“In this city the foundations of our free school system were laid,” said Dr. Edward Brooks, in his opening address, at the meeting of the Pennsylvania State Teachers’ Association. “When William Penn came sailing up the Delaware, in 1682, he brought with him not only the broadest and most enlightened scheme of free government the world had ever known, but also the most complete plan of free education that had hitherto been promulgated.”

The followers of Penn were hardly less anxious than the Puritans for good educational facilities. The first public grammar school founded in Pennsylvania was established in Philadelphia, in 1689. More lately, in 1835, that famous triumvirate, composed of Governor Wolf, Samuel Breck, and Thaddeus Stevens, established by law the common school system of the state.

The Pennsylvania State Teachers’ Association was founded at Harrisburg, in 1852, with Prin. John H. Brown, of the Zane school, Philadelphia, as its temporary chairman. It has, before this year, not met in Philadelphia since 1872, when its president was Edward Gideon, the Nestor of Philadelphia schoolmasters.

THE COUNTRY TEACHER

After Supt. Brooks’ talk, there were addresses by Dr. E. T. Jeffers, of the Collegiate institute, York, and Supt. Samuel Hamilton, of Braddock.

Dr. Jeffers pleaded strongly for the work of the country school teacher who, he said, was frequently spoken of unappreciatively and slightly. “I should feel myself honored,” he said, “to represent this corps of workers, who with the least preparation do more work and better for less pay than any other class of workers in the country. Two-thirds of our voters receive all their education from these young girls, poorly paid and poorly prepared as they are, but earnest, sympathetic teachers, doing their utmost with these limitations.” Dr. Jeffers then spoke of the mission of the state educational association and the strength that may be gained by unifying its forces.

Supt. Hamilton echoed the words of Dr. Jeffers, saying that while the Declaration of Independence was framed and signed in Philadelphia, it remains with the teachers of the state to carry over the commonwealth this much of light, liberty, and law. It is our first meeting of the new century, and as we look forward within its portals we see the nations of the world sitting like school boys to solve the problems of the race. Greek culture failed to do it, Roman law did not expound it, German scholasticism failed to unravel its mysteries, and now it faces Anglo-Saxon superiority and demands a solution.

President Stahr announced the omission in the program of Dr. William P. Wilson’s paper on “Commercial Geography in the Schools,” owing to the illness of Dr. Wilson. Cheesman H. Herrick, however, of the Central high school, took up a discussion of the subject. Geography he classed as a complete subject, one in the curriculum which may be made a complete or unit of other studies—a bridge over which one passes from the man side to the nature side, which could be used as a means of relief for the over-crowded curriculum of the schools. Commercial geography, in the opinion of Dr. Herrick, should form a part of the course of study in the elementary schools, in the high schools, in the colleges, and in the universities.

In an able paper upon “Qualifications and Training of Teachers,” Prof. Francis Burke Brandt, of the Central high school, Philadelphia, scored city school systems to get into which the candidate must possess excellent qualifications, yet when once in is not given the opportunity to use the training he has received. There is no sense in training teachers upon modern methods and then putting them into schools where they will have to cling rigidly to old-fashioned procedure. “Over-crowded classes,” he said, “half-time classes, the purposelessness of much of the course of study, the lack of adequate books and apparatus, mechanical and officious systems of supervision—these represent a combination of conditions which conspire to make the work of the elementary teacher something that is icily regular and splendidly null.”

In opposition to this view Dean J. H. Penniman, of the University of Pennsylvania, contended that the personality of the teacher is of more importance than the methods employed; that training in psychology and school methods does not make a teacher. What we want is personal uprightness and high ideals among teachers.

Then followed a paper on “The State and the Schools,” by Supt. J. George Brecht, of Muncy, and one by Supt. H. S. Putnam, of Towanda, on “School Directors,” in the course of which a plea was made for paid school boards, of not more than three members.

The President’s Address.

The presiding officer of the association, Rev. John B. Stahr, president of Franklin and Marshall college, spoke at length upon “The Life Giving Touch.” His thought was similar to that of Mr. Penniman. The object of education is to train up men and women whom the truth has made free. This needs much more than school discipline and improved methods of teaching. It is brought about only thru personal contact, thru the stimulating, quickening power which the noble teacher

exerts upon his pupils. Success in teaching depends primarily upon the personality of the teacher and upon his ability to establish a relation of living contact with his children. Teachers are born, not made.

Owing to the exceeding warmth of the weather on the second day, July 3, several of the speakers failed to appear. Dr. E. O. Lyte, of the Millersville normal school, was present and made a clear exposition of “Some Recent School Legislation,” and Dr. H. H. Samuel, of Philadelphia, spoke interestingly on “Manner vs. Matter.” A novel and delightful feature was the illustrated lecture by Dr. J. H. Rothrock, state commissioner of forestry, on “Beautiful Pennsylvania.”

Very helpful to teachers was the address by Dr. William P. Wilson, director of commercial museums, on “Commercial Geography in the Schools.” In connection with his talk there was an exhibition of material that can be profitably used in the classroom.

The convention closed with a patriotic address by Hon. James E. Watson, member of Congress from Indiana.

A Meeting on the Maryland Heights.

BLUE MOUNTAIN HOUSE, MD.—For the fifth time in its history the Maryland State Teachers’ Association has met at this popular resort. More than 250 teachers were present at the opening session. The meeting was called to order by its president, Mr. Edward Hebben, of Baltimore. An important report on school legislation, administration, and supervision was read by the chairman of the committee on those subjects, Prin. E. B. Prettyman, of the state normal school. Three points in which reform must be made were brought out. For one thing the state of Maryland should urge upon the federal government its claims for a share of the proceeds from the sale of the public land—such proceeds to go to the school funds of the state. In the second place the state tax for the benefit of the schools should be increased from ten to thirteen cents, since the salaries thruout the state are very low. Finally the legislature ought to be memorialized to make a grant of five hundred dollars to the State Teachers’ Association.

A strong address was made by Pres. Joseph Packard, of the Baltimore school board.

Another by Mr. William H. Dashiell, of Somerset county, emphasized the natural advantages which women teachers enjoy over their male competitors. Obedience to pedagogical law supplemented by instructive knowledge how to handle children gives woman an indisputable superiority in the classroom.

The second day’s session opened with an address by State Supt. N. C. Schaeffer, of Pennsylvania, upon “Grades of Thinking and Thinking in the Grades.” Thought, said Dr. Schaeffer, is the test by which all teaching is to be measured. If the teacher succeeds in getting the pupils to think the thoughts that are enshrined in the lessons, the teaching is successful; if words are learned and thoughts forgotten, the effort to teach is a dismal failure.

Dr. Thomas H. Lewis, president of Western Maryland college, took the place on the program that was to have been filled by the newly elected president of Johns Hopkins university, Dr. Ira Remsen, who was unavoidably absent. Dr. Lewis condemned the commercial idea in education. He pleaded for a living salary for all teachers in the state, a salary that would enable them to keep high ideals.

At the evening session, July 2, Hon. Olin Bryan, state senator from Baltimore, said that teaching should be a life work, not temporary matter. Its responsibilities are fearfully great. Love should ever be the dominant principle. Teachers must not only know, but know how to impart knowledge. Self-mastery must be a cardinal trait. The power of to-day lies in the hands of the masses, and the masses are in the hands of the teachers. Teachers must gain confidence, lead well, and live in communion with their pupils.

There was no little disappointment in the assembly of the third day when it was announced that State Supt. H. Bates Stephens was confined to his room by illness and would be unable to give his address. The illness was fortunately only temporary, being caused by the heat.

A report that aroused much interest was that on “Manual Training,” read by Mr. Alexander Chaplain. Another of the same character was on “Beautifying the School-Room,” by W. S. Crouse, who urged teachers to keep their school-rooms absolutely severe and unadorned rather than to admit tawdry decorations. Only fine things should be employed.

There was also on the third day a session of the state board of education at which several minor changes in the curriculum proposed by State Supt. Stephens, were adopted. The board also adopted a long preamble, discussing the diversity which exists in the several counties regarding the method of purchasing text-books and recommending that all text-books purchased by county commissioners shall in all cases be purchased at the lowest possible price to be ascertained by competitive bidding.

Officers for next year were elected as follows:

Pres., F. Eugene Walther; First Vice-Pres., George W. Jay; second Vice-Pres., John P. Fockler; Recording Sec., A. G. Harley; Cor. Sec., Rosalie Ogle; Treas., John E. McCann; Exec. Com., Joseph Blair, chairman; Dr. Ira Remsen, Joseph Peterson, Woodland C. Phillips, Bessie Brown.

State Representatives to the Council of the Southern Educational Association—six years. State Supt. M. Bates Stephens;

five years, Supt. James H. Van Sickle; four years, Dr. E. B. Prettyman; three years, Prof. William S. Jackson; two years, C. E. Karl; one year, N. S. Burroughs.

The association meetings ended with a complimentary ball to which the teachers came with true Southern zest.

Interesting Notes from Everywhere.

SALT LAKE CITY, UTAH.—The board of education has elected Mr. D. H. Christensen, superintendent of schools for this city, to succeed Mr. Frank B. Cooper, who has accepted a similar position at Seattle. Mr. Christensen will be paid a salary of \$2,800 for the first year.

SUPERIOR, WIS.—Supt. B. B. Jackson has been unanimously re-elected for another year, at an increase in salary of \$250. Mr. Jackson has made a fine showing for the schools in his year's work at Superior. Among other things he has, by careful planning, saved the city several thousand dollars without the schools' suffering thereby.

BALT MORE, MD.—The school board has elected five members of the new faculty of the colored high school. Those chosen are Ralph V. Cook, Washington, D. C.; Cora B. Jackson, Indianapolis, Ind.; Walter K. Jones, Newport News, Va.; Laura E. Miller, Augusta, Ga.; Levi V. More, Hampton, Va.

The steamship *Olinda* brought in thirty-four teachers from Porto Rico July 8. They were en route for the Harvard university summer school.

CINCINNATI, O.—The report of the truant officer for the school year just closed shows: 3,728 cases of truancy reported, 2,479 investigated, 2,291 children returned to school, one each sent to the institutes for the blind and for the deaf and dumb, and 21 to the reform school.

OMAHA, NEB.—The budget adopted by unanimous vote of the board of education, for next year, calls for a twenty-mill levy, and a total fund of \$38,000, divided as follows: New school grounds and buildings, \$14,000; teachers and salaries, \$5,000; furniture, \$2,000; supplies, \$2,000; janitors, \$7,000; fuel, \$4,000; miscellaneous expenses, \$3,000; buildings, grounds, and repairs, \$1,000; total, \$38,000.

Mr. Howard L. Bronson, last year instructor in physics at Lehigh university, the victim of the terrible outrage by the senior class there, a few weeks ago, was elected assistant in physics in the academic department.

Prof. Benjamin W. Bacon has been appointed college pastor for the coming year.

A very useful little pamphlet has been issued by State Supt. W. N. Sheats, of Tallahassee, Florida. It is a directory of school officers of the state, including principals of public schools, high schools and academies, presidents of colleges and other institutions of the higher education, members of school boards, etc.

The annual catalog of the State normal school at Oshkosh, Wis., calls attention to the symmetrical growth of one of the strongest of Western institutions. The total enrollment this past year was 610. The faculty numbered twenty-seven. It is to be noted that an addition to the main building is in process of construction. It will be ready for occupancy by Sept. 1.

BUFFALO, N. Y.—At the beginning of the three days' session of the Eastern Manual Training Association, Mr. Daniel Upton, supervisor at Buffalo, was elected president. Other officers were as follows: vice-president, Miss Ida Hood Clarke; secretary-treasurer, Clifford B. Connelly.

The program of the first morning included a good talk from Supt. C. B. Gilbert, of Rochester, who made a strong plea for more attention to manual training in high schools. He expressed himself as opposed to separate manual training schools.

BINGHAMTON, N. Y.—School Commissioner J. Edward Hurlburt will be at the following named places on the dates mentioned, for the purpose of meeting trustees to assist them in making their annual reports or in any other matters relating to the schools:

Binghamton, July 20; Kirkwood, July 22; Conklin, July 22, P. M.; West Windsor, July 23, A. M.; Windsor, July 23, P. M.; Onauaquaga, July 24, A. M.; East Windsor, July 24, P. M.; Harpursville, July 25, A. M.; Center Village, July 25, P. M.; Sanford, July 26, A. M.; McClure, July 26, P. M.; Deposit, July 27, A. M.; Port Crane, July 29.

THE SCHOOL JOURNAL

NEW YORK, CHICAGO and BOSTON.

(Established 1870), published weekly at \$2.00 per year, is a journal of educational progress for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish *THE TEACHER'S INSTITUTE*, *THE PRIMARY SCHOOL*, *EDUCATIONAL FOUNDATIONS*, monthlies, at \$1 a year; *OUR TIMES* (Current Events), semi-monthly, 50 cents a year; and *THE PRACTICAL TEACHER*, monthly, 30 cents a year. Also a large list of Books and Aids for teachers, of which descriptive circulars and catalogs are sent free. E. L. KELLOGG & CO., 81 E. Ninth Street, New York, 214 Wabash Avenue, Chicago, and 352 Washington Street, Boston. Orders for books may be sent to the most convenient address, but all subscriptions should be sent to the New York office. *THE SCHOOL JOURNAL* is Entered at the New York Post Office as second-class matter.

News from Chicago.

CHICAGO, ILL.—The board of education has eaten its words and re-elected the fourteen district superintendents. At the previous meeting of the board it was decided that only ten of the present number were to be elected. The burden of choice was thrown on Supt. Cooley and he was to report to the school management committee before the meeting of the board. Knowing that Mr. Cooley would drop four names no matter whether the political or social affiliations of the dismissed superintendents were strong or not, the trustees proceeded to dodge the meeting of the school management committee, lest they should have to face the possibility of the dismissal of their favorites. Mr. Cooley had prepared his list but the committee did not meet.

At the meeting of the board, Trustee Loesch moved that the entire list of fourteen superintendents be re-elected. He urged this on the ground that the excellent work done in the schools had attracted the attention of the country and that much of this work was due to the district superintendents. He also pointed out that there were vacancies for the four district superintendents who would have to be dropped from their present positions. The Loesch motion was carried without opposition.

It was said that Mayor Harrison took a hand in the matter on the ground that the school service might be demoralized if the district superintendents were discharged without cause. The real reason is said to be, however, that the trustees feared the ax might fall on their favorites.

The three new members of the board took their seats and the board was re-organized. Mr. Graham H. Harris was re-elected president. Mr. Clayton E. Mark was elected vice-president to succeed Mr. Thomas Gallagher, who has held the office for two years.

The system of issuing certificates was changed. Hereafter certificates to cadets will be issued to expire at the end of the first year and to be renewed for the next two years at the discretion of the superintendent.

Trustee Keating was elected president of the school pension board to succeed Trustee Loesch. Trustee Meier was elected vice-president and Lewis E. Larson secretary. A resolution of the Chicago Teachers' Federation, requesting that the annuities be reduced to come within the income of the pension fund was referred to a sub-committee. The judiciary committee will take up the question as to whether the engineers and janitors' fund may be separated from that of the teachers. The engineers and janitors fear that many of the teachers will withdraw from the fund at the beginning of the fall term. Eleven applications for withdrawal were made by teachers, but no action will be taken on them until the next meeting of the board of pensions, August 21.

Philadelphia Items.

PHILADELPHIA, PA.—It is hoped that at the next meeting of the legislature an act will be passed making it compulsory upon teachers to contribute to a permanent annuity fund. The Teachers' Annuity and Aid Association has petitioned for an appropriation of \$20,000 next year in place of the \$10,000 appropriated heretofore. The petition was granted. The statement was made that on account of decreasing income the association had been compelled to reduce its annuities in December, 1899, and again last month. Annuities were first paid in 1894, and since that time they have amounted to \$255,553.73, of which more than \$50,000 was paid last year. There are now on the list 150 annuitants, all of whom taught in the public schools from thirty-five to fifty-five years. Many of them are absolutely dependent upon their annuities.

School Census Returns.

The complete school census returns have been handed to Supt. Brooks by the compulsory attendance officers. The report summarized, follows, as compared with the census of 1899:

Result of the census of 1901: Number of children from 6 to 21 years, 279,417; children from 13 to 16 years employed, 24,462; children from 8 to 16 years not attending school, 7,125; children from 8 to 16 years not attending with lawful excuse, 2,523.

Result of the census of 1899. Number of children from 6 to 21 years, 267,412; number of children from 13 to 16 years employed, 19,712; number of children from 8 to 16 years not attending school, 9,997; number of children from 8 to 16 years not attending, with lawful excuse, 2,428.

Must Not Furnish Names.

The board of education has become aroused by complaints that many of the Philadelphia principals are in the habit of furnishing names of their pupils and the parents of their pupils to advertising agents who use them in their circularizing. The feeling is strong in the board that this sort of thing must be stopped, and measures of prevention will undoubtedly be taken.

If you are losing appetite, lying awake nights, take Hood's Sarsaparilla—it's just the tonic you need.

Notes of New Books.

The late William Hamilton Gibson was an artist of exquisite feeling, an enthusiastic scientist and a brilliant writer. His contributions to *Harper's Magazine* on botanical subjects presented the theory of the "new" botany in fascinating guise. A supplementary reading book composed of selections from these articles of Mr. Gibson's, carefully edited by Eleanor E. Davie, has just appeared under the title of *Blossom Hosts and Insect Guests*. The book is designed to be used in classes in such manner as the masterpieces of literature are studied, with constant reference to literary values as well as to scientific information. Abundant material for composition can be drawn from it, and a teachers' edition has been prepared in which composition outlines and other suggestions are given.

Too high an estimate can hardly be made of the value of such a book for school-room use. Mr. Gibson's manner is simple, dignified, and quite *suggestive* in the sense employed by the psychic people. That is to say, as one reads his story and looks at his pictures, one is almost irresistibly impelled to go out in search of the same sort of thing. Ruskin says: "The more I think of it, I find this conclusion is forced upon me, that the greatest thing a human soul ever does in the world is to see something. . . . Hundreds of people can talk for one who can think, but thousands can think for one who can see. To see clearly is poetry, prophecy, and religion—all in one." Many a pair of young eyes will be opened by Mr. Gibson's stories of "The Evening Primrose and the Hovering Moth," or "The Barberry's Welcome to Master Bombus."

The editor has performed her task with great discrimination, adhering rigidly to Mr. Gibson's text except where some changes were absolutely necessary to bring the chapters into relationship one with another. She has confined herself to doing just what the author would have been obliged to do had he lived to carry out his design of making a book of his articles. (Newson & Company, New York.)

The Sketch Book, by Washington Irving, has been before the public more than eighty years and yet it is read with the same enthusiasm as it was when it first saw the light of day. The world cannot be deceived very long; in literature that which rings true, will be selected from the baser material, by a discriminating posterity. Hence we have edition after edition of Irving's masterpiece, in which his touches of nature made the whole world kin. The present edition of *The Sketch Book* is exactly like the author's revised edition, except that modern standards have been followed in the matter of spelling and punctuation. The editor, Mary E. Litchfield, has furnished an introduction, notes, and bibliography. The book belongs to the Standard English Classics Series. (Ginn & Company, Boston.)

A Manual of the School Law of New Brunswick has been compiled by the chief superintendent of education, Mr. James R. Inch. It is a compact and admirably arranged volume of 155 pages. A general impression one gathers from reading portions of it is that the laws of the province are very thoro and searching, covering a great many matters of detail, which in most states are left to the discretion of local school boards. Perhaps this is one of the strong points in the New Brunswick system of education.

The Sea Beach at Ebb-Tide, a guide to the study of the sea-weeds and the lower animal life found between tide marks. By Augusta Foote Arnold. With more than 600 illustrations. The wisest study of nature is an examination of the habits of animals and plants in their natural environment. A very large proportion of the forms of life belonging to shallow water, both animal and vegetable, either live between tide limits or are carried by the waves up the beach and deposited along these limits. This makes the belt a good collecting ground for loose specimens and a fair locality for the study of fixed species. Miss Arnold has given careful directions for collecting and examining both classes of specimens. The work begins with an introduction giving the im-

portant features of low forms of life, particularly their methods of procuring nourishment and their processes of reproduction. Then their limits of distribution are shown, some specially good collecting grounds being specified, and the principles which form the base of the natural system of classification are developed. This is followed by a brief description of the numerous individuals usually found, together with their names, largely illustrated by accurate drawings to show the features most likely to attract attention. The arrangement of the seaweeds is based upon color; that of the animals follows the usual grouping. The book is emphatically a hand-book, to be carried to the shore for reference in the study of the forms themselves. (The Century Company, New York. Price, \$2.40, net.)

Myths of Old Greece in story and song has appeared under *Lakeside Literature Series*. It is edited by William Adams and is intended as an introduction to classical mythology. The spirit of old Latin and Greek myths is never lost sight of, but the stories have been simplified so that they will require no more mental effort than what is ordinarily required in reading. The style is attractive and the stories selected are those which always prove interesting to young readers. (Western Publishing House, Chicago.)

Who would not be a little child again could he have access to such literature readers as the series known as "The Hawthorne Readers"? Book Two has daintily colored illustrations over which one loves to linger, and charming little stories of so varied a character as to maintain an unflagging interest. Number Three is a continuation of the good things in Number Two. The stories are grouped under "From Other Lands," and are biographical and mythological. Selections from famous authors and relating to "Nature and Life" are the material comprising Book Four. Book Five is literature pure and simple. (Globe School Book Company.)

On the title page of *English Words as Spoken* and written the following from Ruskin is read: "A well educated gentleman may not know many languages; may not be able to speak any but his own; may have read very few books. But whatever language he knows, he knows precisely; whatever word he pronounces, he pronounces rightly." Professor Bowen's work is designed to help in the pronunciation and syllabication of words, and help it must. Exercises in word pronunciation have been carefully arranged. As an aid to foreigners mastering the English tongue this book is simply invaluable. (Globe School Book Company.)

The design of the *Normal Institute Reader* is to present in a concise form the principles of reading and elocution. The reader makes an excellent little hand-book. (Crane & Company.)



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Literary Notes.

A prize of \$100 for the best short story submitted before Oct. 1, 1901, is offered by the editor of the *Brown Book*, 100 Broad street, Boston, Mass. Write for particulars.

The Pennsylvania Society of New York, thru its president, Bishop Potter, and its secretary, Mr. Barr Ferree, has announced the establishment of an annual prize for the best historical essay on a subject related to the history of Pennsylvania, open to the members of the senior classes of the University of Pennsylvania, Philadelphia, Lehigh university, South Bethlehem, State College, and the Western University of Pennsylvania, Pittsburg. The first prize will be \$75.00 and the second, \$25.00. The subject for the first year is "The influences that laid the foundations in Pennsylvania." Essays may be of any length, and must be sent to the secretary of the society, Mr. Barr Ferree, 7 Warren street, New York, on or before April 1, 1902.

A new monthly to serve those who teach drawing in the school is announced. It will be called *The Applied Arts Book*, and will be under the editorship of Mr. Fred Hamilton Daniels, formerly supervisor of drawing at Buffalo. The place of publication is Worcester, Mass.

The effectiveness of good posters in advertising is strikingly illustrated by the popular favor which has greeted Jessie Wilcox Smith's beautiful drawing for *Truth Dexter*. The loveliness of the poster is enough to make one want to read the book.

So too of E. H. Blashfield's for *Sir Christopher*, a romance of Maryland in 1644, by Maud Wilder Goodwin.

One of the really interesting nature books of the summer is the treatise on *Mosquitoes*, by Dr. L. O. Howard, which McClure, Phillips & Company are bringing out. It will be read with interest by the thousands who every year are troubled by this insect's ravages. The book has a practical purpose. It shows that there is no more reason for enduring the mosquito scourge than in allowing smallpox to ravage communities."

The publishers of *The World's Work* must be prospering. In one week of June they received just 3,217 subscriptions, at a time of the year when, usually, the publisher expects little or nothing. They purpose next fall to launch their other proposed periodical, *Country Life*, which is also based upon a new idea. The out-of-door feeling so characteristic of Americans has led to the sale of vast numbers of books on nature, country homes and rural subjects; yet, strange to say, heretofore no magazine has attempted comprehensively to cover this field. Liberty H. Bailey, the editor, is perhaps the one writer in the United States who knows most about life

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in the country; and the magazine, by the way, will be edited in the country.

"Home Life in New York City," by the Right Reverend Henry C. Potter, bishop of New York city, who was one of the first movers in the present attempt to reform the social conditions in that city, is the subject of an article in the *Woman's Home Companion* for July which tells of the difficulties encountered in the attempt to preserve the home in the various districts of the metropolis.

Interesting Notes.

A Scholar in Fiction.

Duffield Osborne, author of "The Lion's Brood" is the editor of a new edition of the great Roman historian, Livy, soon to be published. The public, whose favor runs a book into many editions, is apt to look coldly upon scholarship; still, with Mr. Osborne's last novel, the author's achievement of historical accuracy in this most notable climax in the times of Rome and Carthage, has doubtless played no small part in its success. Mr. Osborne once practiced law in Brooklyn, but of late years he has been better known as a critic and poet. From his present home in the tower of Madison Square Garden, he looks down upon the very heart of New York city.

The Indian and the Northwest.

A handsomely illustrated book just issued, bound in cloth and containing 115 pages of interesting historical data relating to the settlement of the great Northwest, with fine half-tone engravings of Black Hawk, Sitting Bull, Red Cloud, and other noted chiefs; Custer's battleground and ten colored map plates showing location of the various tribes dating back to 1600. A careful review of the book impresses one that it is a valued contribution to the history of these early pioneers, and a copy should be in every library. Price, 50 cents per copy. Mailed postage prepaid upon receipt of this amount by W. B. Kniskern, 22 Fifth avenue, Chicago, Ill.

Piazza-Life in Summer.

We in America are coming to understand the importance of out-door life. The real poetry of summer is well-nigh lost unless one can come in contact with trees, grass, and flowers. True country life bars none from this delight, but in villages and suburban towns its limits is fixed by the space devoted to the piazza.

The importance of this portion of the house should be duly recognized before the plans are out of the architect's hands, and the three essentials for the correct location—exposure, privacy, and outlook—be as carefully considered as its construction and relation to the main building. In some instances even the conventional rule for attaching the piazza to that portion of the house that faces the street should not be followed, the interior plans being reversed in order to bring the living-rooms and porch at the rear.

There is one opportunity afforded by a broad piazza of which we are slow to take advantage. We might take more of our meals *à fresco*. One of the most fascinating things about living abroad is that in summer one may dine often out of doors. We should import the custom into this country, for it is a good one, and then to the delights of long evenings on our piazzas we should have added that greater pleasure of sitting down to tea or to luncheon with nature herself.—ALICE M. KELLOGG in the June *Woman's Home Companion*.

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